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ABSTRACT

This curriculum guide is designed to help teachers plan a course of individualized instruction in language arts skills for seventh and eighth grade below-average learners. The guide includes a list of teacher objectives, a list of student objectives, a description of three diagnostic tests in reading and listening skills, and some examples of student interest inventories. The major section of the guide provides teaching objectives and strategies in perceptual motor skills, word identification skills, comprehension skills, and oral reading skills. An appendix describes supplementary activities for "Making English Live," for developing listening skills, and for role playing and dramatic activities. Four suggested units of study (in pop music, folklore, speech, and mass media) are also described in the appendix. A bibliography is included. (Author/DI)

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Curriculum Guide for Exceptional Learners

ENGLISH · READING
7 - 8

WILLIAMSPORT AREA SCHOOL DISTRICT
WILLIAMSPORT, PENNSYLVANIA

August 1971

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Mass Media

COMMITTEE THAT DEVELOPED THE CURRICULUM GUIDE FOR EXCEPTIONAL LEARNERS, ENGLISH READING 7-8.

Mary E. McLucas
Jean T. Heller — Co-Chairwomen

Douglas Dow
Joanne Engel
REba Gray
Sally Iddings
Judith Parsons
Avis Rhodes
Barbara Young

Teacher,

What we're asking you to do is a monumental job - to take an individual interest in each student - to learn his interests, his good points, and his weak areas. From there, try to present to him an atmosphere where he'll feel that each activity engaged in is for his benefit - to help him be better prepared to communicate, whether through speech, reading, listening, or writing. Do not expect each activity to be accepted by each student. If you start something, and the class does not seem receptive, change to another motivation or even another activity. Unless they are with you, you accomplish very little, plus the push and frustration on the part of both the teacher and the pupil is not good.

We should like to prepare each student to live in the adult world, to be able to handle the reading demanded of him, to be at ease in social situations, to judge correctly what he sees on T.V. and hears on radio or through other media.

How do we do all this?

Included in this curriculum guide are skills which can be developed through suggested activities and through units of communication. If you wish to include them with your group, use them as you feel your class can handle them.

But remember:

(1) Not all the students will respond positively every day.

(2) Not all will be anxious to do any project.

(3) Don't get upset or worry if the class does not see each day what you're aiming for, but

(4) Try to show the class each day what it is you are trying to train him or help him to do.

(5) Whenever you have a class which seems to be involved in a problem (school, social, current event), do not be afraid to relinquish the lesson plan for that day and discuss the problem. When interest is shown, capitalize on it.

(6) Above all, be flexible.

(7) Take off in any direction from the guide which is enclosed. It is only a group of suggestions, do whatever your class seems to need.

(8) Don't be afraid to show films just for exposure, but be familiar with them before showing so that some skill activity can be developed later.

(9) The activities and units included in this guide are only samples of what you can do to develop the skills.

(10) Learn with the kids. Ask them for help. Try to create a situation where they will feel that they are getting to like themselves better and in this way, getting to like others better, also.

(11) Included are diagnostic tests made available to you if you wish to use them.

(12) If you feel overwhelmed by the materials, perhaps beginning with diagnostic tests and interest sheets will tell you more about the students and give you a clue as to where to begin.

(12) This program of individualized instruction isn't a "giving of information to the students," but it is a sharing of experiences and activities where the communication skills are involved that can be developed in a pressure-free situation.

Sincerely,

Curriculum Writers for Individualized
Program of Language Arts, Grades 7, 8

Teacher's Objectives

TEACHER'S OBJECTIVES

--to be achieved in teaching the skills of Listening, Speaking, Visualizing and Observing, Reading, and Writing

Help children to develop self-confidence through a positive approach that will provide success experiences.

Diagnose each pupil's difficulties and provide the on-going diagnosis necessary for progress.

Make learning enjoyable.

Provide learning experiences that will relate to their living now and to their aspirations for the future.

Stress remedial measures as a means of meeting pupil-needs.

Student's Objectives

STUDENT'S OBJECTIVES FOR SKILLS IN LISTENING, SPEAKING, VISUALIZING AND OBSERVING, READING, AND WRITING

Show that you can follow directions.

Show that you can differentiate between sounds.

Show that you can remember specific information from an oral presentation.

Show that you can present descriptions of personal experiences.

Show that you can present ideas effectively to others.

Show that you can participate in group discussions.

Show that you know the letters of the alphabet.

Show that you can apply skills of phonic and structural analysis to improve your spelling and reading.

Show that you can use structural analysis to recognize and use the correct forms of words.

Show that you can recognize and use given aspects of words.

Show that you can apply various techniques for reading new words independently.

Show that you are developing oral reading skills to convey understanding and pleasure.

Show that you can communicate thoughts in complete sentences and organized paragraphs.

Show that you can correctly apply the following: period, question mark, exclamation mark, comma (selected rules), capital letters, and indentation.

Show that you can prepare and present ideas in logical form and sequence.

Show that you can write sentences using the correct form of verbs, pronouns, and adjectives.

Show that you are developing a certain amount of discrimination for the various forms of mass media.

Show that you can distinguish between fact and fiction.

Show that you can see how the language can be manipulated to influence, convince, or persuade.

Show that you are developing an awareness of ethical moral standards.

Show that you are developing an awareness that with knowledge comes increased pleasure.

Diagnosis

DIAGNOSIS

In order to provide meaningful learning experiences for the student, it is necessary to attempt through initial diagnosis, to pinpoint as many of his individual learning difficulties and weaknesses as possible. It is strongly suggested, however, that diagnosis be an ongoing thing; used thoroughly to define disabilities in reading or comprehension and/or determine progress throughout the school year. Knowing a student's interests and difficulties are usually as helpful to the student himself as they are an invaluable aid to the teacher. In addition to tests, it is recommended that student interest inventories, autobiographies, "who am I?" sketches and any other means of obtaining a complete picture of the student be used.

Included in this section are three diagnostic tests which have proved successful in determining difficulties in specific areas. These tests are designed to be given more than once, thus providing a diagnostic base and a means of measuring progress.

Durrell Listening-Reading Series - Intermediate Level (form DE)

The Durrell Listening-Reading Series is a group test which measures potential reading ability and actual reading ability. The test consists of four parts, two of which are listening tests read aloud by the teacher to the group, and two of which are reading tests read and answered silently by the individual student. Tests I and III are vocabulary sections requiring 40 minutes each. Tests II and IV are paragraph sections requiring 45 minutes each. About 10 minutes must also be allowed for filling in identifying information. Please read the manual carefully before attempting to give this test.

The Durrell Listening-Reading Series should be administered in the fall and again in the spring. The results will give the teacher a good idea of general word recognition and strengths and weaknesses in comprehension. Although the teacher can establish a grade level in reading abilities for the student, the test, nevertheless, does give only a general picture and not a complete one. It is necessary, therefore, to administer other diagnostic tests in addition to this one.

Slosson Oral Reading Test

The S.O.R.T. is an individual test which can be used as a tool for measuring word recognition and word attack. Like the Durrell, it should be given more than once to measure progress in an acquisition of these skills. When administering this test, the teacher will give the student a copy from which he will be asked to read as many of the words as he knows. The teacher will record the student's responses on a separate copy of the test. The entire test, including the time that should be taken to help the student feel comfortable taking it (extreme nervousness or fear will surely affect the results) and, the actual scoring, is approximately 10 minutes. This time may be lessened when the teacher becomes accustomed to giving the test. The S.O.R.T. will give a reading grade, and the test, given at subsequent intervals, will measure progress

in months as well as years.

M.K.M. Auditory Letter Recognition Test

The M.K.M. is an individual test used to determine how well the student recognizes phonetic sounds. The test is divided into five parts - each part involving a different phonetic principle. In giving this test, the teacher will provide the student with an answer sheet on which he will record his own responses as the teacher reads each section aloud to him. The time required to give the M.K.M. may vary with the individual student.

Interest Inventories

Included are some examples of student interest inventories which may aid the teacher in determining some insight into the likes and dislikes and/or personality of the individual students. Teacher-made interest inventories or questionnaires are also very helpful.

MY READING INTERESTS

1. Name_____ Age_____ Grade_____

2. Check the library or libraries below that you can use. Double check those you do use.
   Community library____ School library_____
   Church library_____ Any other library_____

3. How many books have you borrowed from friends during the last month?_____
   Give titles of some._____
   _____

4. How many books have you loaned to friends during the last month?_____
   Give titles of some._____
   _____

5. Give titles of some of the books in your home._____
   _____

6. From what sources, other than libraries mentioned above, friends included above, and your home, do you obtain books? Check below:
   1. Buy them_____ 3. Rent them_____
   2. Gifts _____ 4. Exchanges _____

7. What are your hobbies and collections?_____
   _____

8. What do you intend to be?_____
   Are you going to college?_____ Where?_____

9. Name the five magazines you like best._____
   _____

10. Name the three movies you last saw._____
    _____

11. Name the three radio or TV programs you like best._____
    _____

12. Name the state or county farthest away that you have visited._____
    _____

13. What sections of the newspaper do you like best? Check below:
    1. Sports _____ 4. News _____
    2. Funnies _____ 5. Editorials _____
    3. Stories _____ 6. Other _____

14. Which of the following have encouraged you to read? Check below:
    1. Parents _____ 6. Pals _____
    2. Teachers _____ 7. Club leader _____
    3. Librarian _____ 8. Relatives _____
    4. Hobby _____ 9. Club work _____
    5. Friends _____ 10. Other _____

HOME ACTIVITIES

1. What do I like to do most when at home?_____
_____

2. How do I spend my leisure (free) time?_____
_____

3. How often do I go to the movies?_____

4. How often do I go to the library?_____

5. How much time do I spend listening to the radio, daily?_____

6. How much time do I spend watching and listening to television, daily?
_____

7. How much time do I spend reading for pleasure, daily?_____

8. Do I look over my school work or study every night?_____

9. Which are my favorite radio and television programs?_____
_____

10. How do others in my family spend their leisure time?_____
_____

11. What pets do I have at home?_____

12. Do I collect anything as a hobby?_____What?_____

13. Do I make things as a hobby?_____What?_____

14. What things have I made this year?_____,_____

READING ACTIVITIES

1. What is my favorite kind of reading? (Check one only)
books_____ comic books_____ magazines_____ newspapers_____
Why?_____

2. Do my parents read much?_____What?_____

3. Would I rather read silently or aloud, in school?_____
Why?_____

4. Do I ever read aloud to anyone at home?_____To whom?_____

5. What type of stories or books do I prefer?_____

_____

6. What is the best book I ever read?_____

Title_____Author_____

Why?_____

7. Do I take books from the school library?_____

8. From what other library do I hold a card?_____

9. Can I find the books I want in a library by myself?_____

10. Do I own any books?_____(If yes, list two of them.)

Title_____Author_____

Title_____Author_____

11. The last two books I read are

Title_____Author_____

Title_____Author_____

12. Do I read a daily newspaper?_____Regularly?_____Occasionally?_____

13. What parts of the paper do I read?_____,_____,_____

14. What do I do about words whose meanings I don't know?_____

_____

EXPERIENCES

1. Have I ever traveled on a train?_____Where?_____

Bus_____Where_____

Boat_____Where_____

Airplane_____Where_____

Automobile_____Where_____

2. Have I ever been to a museum?_____Factory_____Zoo_____

Farm_____Seashore_____Circus_____Big building_____

3. Would I rather spend an evening with a friend at my house or his (her) house?_____ Why_____

4. What do my friends and I talk about most? (Number them (1), (2), (3), etc.)

movies	_____	parties	_____	school affairs	_____	boys	_____
teachers	_____	girls	_____	school work	_____	clubs	_____
dates	_____	clothes	_____	parents	_____	books	_____
health	_____						

5. To what clubs or organizations do I belong?_____

_____

ABOUT MY FUTURE

1. Do I expect to be graduated from high school?_____

2. What kind of work would I like to do when I am graduated or when I leave school?_____

Why?_____

3. Why do I think I'll be able to do it?_____

4. What things do I like to do?_____

5. _____

5. What things am I afraid to try?_____

_____

6. What things do I NOT like to do?_____

7. What do I do when a school subject is difficult?_____

_____

8. Do I carry my books home and to school every day?_____

Date_____Grade_____Name_____

Complete the following sentences to express how you really feel. There are no right answers or wrong answers. Put down what first comes into your mind. Work as quickly as you can.

1. Today I feel
2. When I have to read, I
3. I get angry when
4. To be grown up
5. My idea of a good time
6. I wish my parents knew
7. School is
8. I can't understand why
9. I feel bad when
10. I wish teachers
11. I wish my mother
12. Going to college
13. To me, books
14. People think I
15. I like to read about
16. On weekends, I
17. I don't know how
18. To me, homework
19. I hope I'll never
20. I wish people wouldn't
21. When I finish high school
22. I'm afraid
23. Comic books
24. When I take my report card home
25. I am at my best when
26. Most brothers and sisters
27. I'd rather read than
28. When I read math
29. The future looks
30. I feel proud when
31. I wish my father
32. I like to read when
33. I would like to be
34. For me, studying
35. I often worry about
36. I wish I could
37. Reading science
38. I look forward to
39. I wish someone would help me
40. I'd read more if
41. Special help in reading
42. Every single word is
43. My eyes
44. The last book I read
45. My mother helps
46. Reading in school
47. My father thinks reading
48. I read better than
49. My father helps
50. I would like to read better than

Overview of Skills

PERCEPTUAL - MOTOR SKILLS

Auditory Acuity
The ability to receive and differentiate auditory stimuli

Auditory Decoding
The ability to understand sounds or spoken words

Auditory - Vocal Association
The ability to respond verbally in a meaningful way to auditory stimuli

Auditory Memory
The ability to retain and recall general auditory information

Auditory Sequencing
The ability to recall in correct sequence and detail prior auditory information

Visual Acuity
The ability to see and to differentiate meaningfully and accurately objects in one's field of vision

Visual Coordination and Pursuit
The ability to follow and to track objects and symbols with coordinated eye movements

Visual Form Discrimination
The ability to differentiate visually the forms and symbols such as abstract designs, letters, numbers and words

Figure-Ground Differentiation
The ability to perceive objects in foreground and background and to separate them meaningfully

Visual Memory
The ability to recall accurately prior visual experiences

Visual-Motor Memory
The ability to reproduce motor-wise prior visual experiences

Visual-Motor Fine Muscle Coordination
The ability to coordinate fine muscles such as those required in eye-hand tasks

Visual-Motor Spatial-Form Manipulation
The ability to move in space and to manipulate three-dimensional materials

Visual-Motor Speed of Learning
The ability to learn visual-motor skills from repetitive experience

Visual-Motor Integration
The ability to integrate total visual-motor skills in complex problem solving

WORD IDENTIFICATION SKILLS

Sight Vocabulary

Phonic Analysis Skills

*Consonants
- initial sounds
- final sounds
- medial sounds
- blends
- digraphs

*Vowels
- long sounds
- short sounds
- digraphs
- diphthongs

Structural Analysis Skills

*Compound words
*Prefixes and suffixes
*Root words
*Plurals
*Possessives
*Contractions
*Syllabication
*Accent

Context Clue Skills

*
*Definition clues
*Synonym clues
*Antonym clues
*Experience clues
*Comparison clues
Familiar expression clues
*Summary clues
*Reflection of mood clues
*Words with multiple meanings

COMPREHENSION SKILLS

Main Ideas

Details

Sequence

Following Directions

Making Inferences

Outlining

Judgments and Conclusions

Summarizing

Classifying

Fact and Opinion

Locating Information

- *Using the dictionary
- *Table of contents, index, glossary
- *Maps, charts, graphs, diagrams
- *Using illustrations

ORAL READING SKILLS

Keeping Eye Ahead of Voice

Clear Enunciation

Accurate Pronunciation

Reading in Thought Units

Ability to Convey Meaning to Listeners

Varying Pitch and Volume of Voice

Skills and Activities

PERCEPTUAL MOTOR SKILLS

Auditory Skills

°Recognize the need to listen carefully and to learn to understand and respond to oral stimulation and instruction.

°Match bells or piano notes or tones sung by teacher.

°Act out stories for others to guess.

°Play the "Guess Where!" game. One person is blindfolded and stands in center of room. Four players, each holding a pair of sticks, pencils or rulers, are stationed at four corners of room. At a signal from the leader, one of the four taps his sticks together, and the blindfolded player must indicate by pointing the direction from which the sound came.

°Listen to records or tapes of a variety of sounds and learn to differentiate sounds.

°Clap hands in rhythmical patterns following a leader.

°Whisper sentences in each other's ears. See if the last person to hear it can repeat the original sentence perfectly. Do this with short, short stories or jokes, too.

°Use the telephone and walkie-talkies together.

°Take a tape recorder on a field trip. Identify various aspects of trip on play-back later from the sounds picked up.

°Have fun with rote poems and choral singing and speaking.

°Use at the listening center tapes of chapters from subject areas.

°After a list is read, try to remember as many items as you can.

°Listen to the beginning of a sentence; then complete it.
"When summer comes, I _____."

°Listen to jokes or riddles and discuss their meanings.

°Listen to recorded stories and follow up by individual reports or panel discussions.

°Tell what we do from 8:30 A.M. to 9:00 A.M. every school day.

°Listen to a story; then act it out.

°Listen to a long story; retell it on tape for comparison.

°When the teacher presents a stimulus sound, use it in a sentence.

PERCEPTUAL MOTOR SKILLS (CONTINUED)

°Repeat the announcements made over the public address system.

°Repeat musical sound patterns.

°Repeat digit series; forward, backward, first two digits, middle two, etc.

°Tell the class your telephone number. Ask the class to repeat it. See how long you can remember some of your classmates' numbers.

°After your teacher spells a word, repeat the spelling.

°Try to repeat a joke exactly as you heard it.

PERCEPTUAL MOTOR SKILLS

Visual Skills

°Identify an item such as an apple or a cookie, placed at some distance from you and extended to 20 feet.

°Use a cardboard tube to sight and describe an object.

°Use pictures to point out what the teacher requests.

°Describe what you see a person doing as he moves about the room. (The teacher tells him specific things to do.)

°Watch a movie or a TV program. Describe what you saw. Compare your description with others'.

°Hold head still and look at stable objects. Now track basic form patterns, free movements, etc. made by another.

°Follow picture and word stories from left to right without jerky movements.

°Hold pencil vertically at arm's length in dominant hand; practice left to right directional tracking of objects.

°match identical designs, letters, etc.

°Put triangles, spheres, rectangles, etc. together.

°Match like forms - printed and three dimensional.

°Trace objects on paper.

°Put puzzles together.

°Draw heavy superimposed lines over black and white figures.

°Find hidden figures in drawings.

°Trace two- and three-dimensional forms with fingers.

°Use stencils to trace designs.

°Shade or color both figure and background in pictures.

°Copy pictures or designs.

°Watch others copy and trace; then finger-trace their work.

°Look at several objects; look away while one object is removed from the group; look back and identify the missing object.

°From a group of cards in which there is a pair or several pairs, select the like ones.

PERCEPTUAL MOTOR SKILLS (CONTINUED)

°Arrange cards in sequential order.

°From a mixed group, arrange the alphabet in order in upper case letters, lower case letters.

PERCEPTUAL MOTOR SKILLS

Visual Motor Skills

*Reproduce a simple series of designs after looking at them for only five seconds.

°Reproduce bead designs.

°Set a table correctly after looking at a picture.

°Reproduce coin patterns and letter symbols.

°Finger-trace over patterns already on chalkboard - circles, triangles, etc.; then draw similar ones.

°String beads; thread needles.

°Write your name in manuscript and cursive, trace it, enlarge it, color over it, cut it out, and paste it on large paper.

°Learn to type using the "touch system."

°Draw through a maze - use finger paint, sand, dirt, string, etc.

°Complete shop and craft projects.

°Build structures with cones, spheres, cylinders, etc.

°Construct peg board designs.

°Manipulate and arrange ~~varied forms~~ and letter symbols in relative positions.

°Arrange designs on peg boards.

°Construct jig-saw puzzles from heavy paper and put them together.

°Copy digit or letter sequences faster as dictated. Use also for spelling.

°Copy abstract symbols as fast as possible.

°Try to increase your speed at copying simple work from board.

°Play team sports (complex); swim; learn to play a musical instrument; move freely about your neighborhood; to and from school and town.

Paint on large art paper. One person start, another one complete picture.

°Copy words and sentences in manuscript and cursive from board in crayon on art paper; cut up in puzzles and re-assemble.

PERCEPTUAL MOTOR SKILLS (CONTINUED)

°Trace with crayon designs which may be joined together to make one like the stimulus.

WORD IDENTIFICATION SKILLS

Sight Vocabulary

*Cut pictures from magazines or draw pictures to depict words or ideas.

*Draw action, stick figures for verb-picture association.

*Use hand tachistoscopic devices for rapid sight word exposure exercises.

*Trace and sound out words to stimulate sight vocabulary reinforcement tactually.

*Develop sensory association booklets. Acquire impressions of words such as rough, stale, sweet, etc.by collecting and classifying things representing each. Label each object's representative quality.

*Look at three or four words of similar configuration. Circle the word read aloud by the teacher.

*Play word games--Word Lotto, Rummy, Dig, etc.

*Use the Language Master or Audio Flashcard to hear, say, and see words.

*List any sight words recognized as a story is read.

*Tape your reading. Listen for all the important "little" words incorrectly pronounced.

*Use basic sight word cards and sight phrase cards.

*Look everywhere for words - on tin cans, cereal cartons, street signs, posters, TV commercials, magazines, newspapers, etc.

*Make picture dictionaries.

*Make word cards with designs or decorations that are appealing.

*Make as many compound words as possible from an assortment of small words.

*Listen to tapes of sight vocabulary. Read the words silently as the tape is playing.

WORD IDENTIFICATION SKILLS

Phonic Analysis Skills

°Say (or write) a word that begins (or ends) with the same sound as one the leader gives.

°Recognize and learn the correct way to produce the sounds of all the letters and combinations of letters in the phonovisual approach.

°Listen as the leader reads a word. Hold up the card with the answer he has requested, such as - initial sound, final sound, or medial sound.

°Play the same game at the chalkboard. It is fun to write both the initial and the final sounds, using a dash to represent the missing vowel sound.

°As skill increases, you can play the game by starting with a fixed pattern for initial and final sounds, such as a p - n, and write in the correct vowel sound as the leader says it.

°Associate letter names and symbols with sounds.

°Select the word or words from a group that does not begin (or end) with the same sound.
Ex. - ball, bat, bounce, cat, boy

°Name as many words as you can in a given time (10 or 15 seconds) which begin or end with same sound.

°Play games such as Rummy or Lotto to work on consonant sounds or long or short vowel sounds.

°Build the longest sentence you can, having all the principle words start with the same letter. Prepositions, conjunctions, and articles are exceptions.
Ex. Billy Brown builds baskets from bullrushes.

°Clap once when you hear your teacher read a word in a group of four that does not rhyme.

°Play "I Spy" - Guess what object is being referred to in a statement like: "I spy something that begins (or ends or has the same vowel sound) as Jack."

°Supply the missing rhyming word as poems are being read.

WORD IDENTIFICATION SKILLS

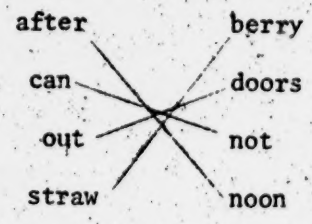
Structural Analysis Skills

Compound words

°Analyze playhouse, something, into, policeman, grandfather by drawing A box around each of the words. Marking techniques can vary: circle each word, underline each, draw a line between the two words, use color.

°Synthesize compound words. (Example: bird as blue + bird, bluebird; black + bird, blackbird.)

°Connect the parts of compound words in opposite columns by drawing a line from one part to the part that goes with it as



°Match oaktag cards bearing parts of compound words. This can be done as an individual or as a group project. Inthe case of the latter, each student has a card bearing a word; a student holds up some; others having time, thing, body, where can make compound words.

°Search for reasonable combinations to build compound words from a box that bears word components on four sides.
Example: my, him, her, self.

°Rearrange geometric shapes of colored paper that bear word components to put together compound words.

°Recognize and use the compounded form of two words.
Example: birdhouse bird house
The yellow birdhouse has a birdnesting inside of the house.

°Recognize and use the compounded form of two words used in a sentence in reverse order.
Example: carload load car
The carload was too much of a load for that small car.

°Combine the following ten words to make five compound words. Check your dictionary to make sure your compound words are words!

boy	load	cake	lace
car	friend	motor	
cup	boat	neck	

WORD IDENTIFICATION SKILLS

Structural Analysis Skills:

Prefixes and suffixes

°Add prefixes or suffixes to words and tell or write how the added element changes the meaning of the word.
Examples:

Prefixes: un - meaning not or the opposite of

happy	_____ happy	not happy
successful	_____ successful	not successful
willing	_____ willing	not willing
true	_____ true	not true
wise	_____ wise	not wise
fair	_____ fair	not fair

Suffixes: ist - meaning one who

art	art_____	one who practices art
organ	organ_____	one who plays an organ
balloon	balloon____	one who flies a balloon
harp	harp_____	one who plays a harp
humor	humor_____	one who has humor
special	special____	one who specializes in something

°Give orally or write pref ixed or suffixed words to match definitions, as:

Prefixes:

dis - opposite of
en -- make or be made of
in - in, into, on, or not, opposite of
re - again or back
un - not or opposite

make large _____ opposite of obey _____
not afraid _____ not correct _____
build again _____

WORD IDENTIFICATION SKILLS (CONTINUED)

Suffixes:

_____ er or or - one who
_____ er, est (comparison)
_____ ful,- full of
_____ ish - somewhat, resembling or like that of
_____ less - without
_____ ly - in a _____ way, or like a _____.
_____ ness - quality or state of being
_____yy - full of or like or somewhat

without a father _____
full of joy _____
in a quiet way _____
one who paints _____
state of being sad _____
more clean _____
like a baby _____
full of salt _____

°Add a prefix or suffix to a word to make it convey the meaning of a given definition, as:

Prefixes:

in - into, not
circum - around
ex - out of, from
dis - opposite of
re - again or back
un - not or opposite of

_____ port: to send out of port
_____ press: to send out, away
_____ navigate: to sail around
_____ debtedness: to be in debt
_____ scribe: to write or draw around something
_____ ability: not having ability
_____ agree: the opposite of agree
_____ load: to load again
_____ well: not well

Suffixes:

al - pertaining to
ward - turning to, direction of
able - given to, tending toward
y - full of, like
less - without

fraction _____: pertaining to fractions
west ___ : _____
west: _____: toward the west
home _____: toward home
intention _____: pertaining to an intention
change _____: given to change
peace _____: tending toward peace
glass _____: like glass
friend _____: without a friend

°Fill in blanks in sentences with prefixed or suffixed words. Examples:

un, mis, trans, out, over, under

fed	wit	time	planted
formed	laid	view	ground
current	directed		

The horse was very thin. It was because he had been _____.
Many plants in the desert will not live when _____ to other parts of the country.
The swift stream had a deep _____.
The soldiers made their way into the city through an _____ passage.
Hal went to the top of the mountain where he could get a good _____ of the country.
Tom's letter never reached the person because it was _____.
Jack's father was late getting home last night. He worked _____.
In many of the old fables, one animal tried to _____ another.

°Change a root word by adding to it as many prefixes or suffixes as possible. Examples:

reload	imitates
unload	imitated
preload	imitating
overload	imitator
	imitable
	imitation
	imitative
	imitatively
	imitativeness

°Spell correctly the following words, adding -ish or - -like.

pig	gray	bear
blue	boy	man
cat	child	white
green	home	red

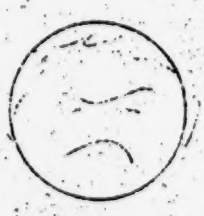
°Fill in the blanks correctly with -ed or -ing.

Tom heard Jack shout. He shout__ across the school yard. Many other children were shout ___, too. It was hard to tell what he had shout__ to Tom. He want __ Tom to hurry over to play ball. That was why he had shout__.

° Use Webster word wheels.

°Play the game "Changing Expressions." Draw faces to illustrate the effects of a prefix upon meanings.

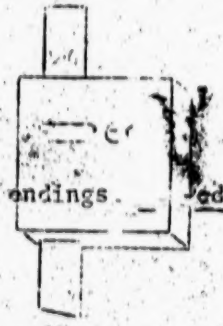
happy
satisfied



unhappy
dissatisfied

°Make and use simple tachistoscopes to practice prefixes and suffixes. (Shallow boxes or lids may be used.)

You can use two different prefixes or suffixes with the same box by turning it around and using a different word list.



Spell correctly the following words, adding endings -s, -ed, and -ing:

°Spell correctly the following words, adding endings -s, -ed, and -ing:

creak	snore	lick	ban
bait	rob	lag	cry
mate	rip	lack	play
line	beg	hem	try
rule	pat	chip	pry
like	chop	pin	enjoy
raid	fan	stack	rally
float	miss	rub	ferry
race	bat	hum	talk
fail	mash	shop	work
help	ask	call	cook
bump	kick	pay	pull
start	thank	want	add
burn	bark	kill	farm
milk	pant	stain	rest
roll	fail	seem	bear

°Spell correctly the following words, adding -y:

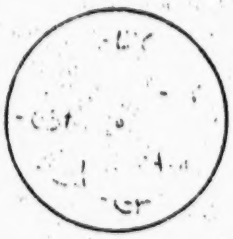
fun	skin	smoke
grime	sand	smell
luck	silk	snap
mess	cloud	rain
mud	syrup	catch
wool	sun	wind
push	snow	soap

WORD IDENTIFICATION SKILLS (CONTINUED)

°Spell correctly the following words, adding -able:

frame	read	reverse
rely	wash	unstop
note	span	train
teach	tame	excite
remark	agree	work
like	comfort	fashion
enjoy	suit	depend
consider	avail	

°Practice forming words which have a suffix by spinning a tagboard wheel as shown in the illustration. Give a word that ends with the suffix at which the spinner stops. This game can be played with prefixes also.



*According to Stauffer's study, the following prefixes appear with the highest frequency: ab, ad, be, com, de, dis, en, ex, in (into), in (not), pre, pro, re, sub, un. Thorndike made a study of suffixes and found the following have the highest frequency among the 5,000 commonest words:

-ion, -tion, -ation;;-er; -y; - al; -ous; -ment; -ful; =ity, -ty; -ent; -ure; -ness; -ence; =ance; -en; -ly in adjective; =ary; -ive; -ant; -able; -an, -ian, - n;--ic

WORD IDENTIFICATION SKILLS

Structural Analysis Skills

Root words

°Find root words in dictated or original writing and underline the root in a color that indicates the meaning of the word.

°Play the game "Toss a Ringer." Attempt to toss a ringer by circling the obvious root used in words on the chalkboard.

°Recognize root words after prefixes and/or suffixes have been added.

°Fill in appropriate root word and ending sentences with a blank space as:

(sing) John is a good _____.
Jane _____ well.
Tom is _____ a hymn.

°Complete a chart of root words to which common endings should be added

ask call help jump look fun happy

-s
-ed
-ing
-er
-est
-y
-ly

°Play the "Clap Hands" game. If the leader says or writes a word without any prefix, suffix, or ending, everybody clapps once. If he says a word with a prefix or a suffix or ending, don't clap.

WORD IDENTIFICATION SKILLS

Structural Analysis Skills

Plurals

°Know that singular number indicates one thing; plural number indicates more than one thing.

°Name single objects in the room. Spell or write the plural form, adding s or es, changing the y to i and adding es to nouns ending in y preceded by a consonant, dropping the f or fe and adding ves for some words ending in f or fe, changing spelling of certain words spelled irregularly.

boy	glass	handkerchief	feet
dog	circus	knife	child
parent	towel	life	deer
church	banana	leaf	sheep
box	cuff	roof	scissors
valley	safe	thief	shears
baby	loaf	photo	clothes
lady	wife	veto	fish
mouth	calf	auto	suds
brush	radio	man	echo
quart	hero	woman	sky
table	tomato	tooth	key
wish	potato	mouse	library
			fly

°Name objects in an interesting picture, spelling or writing the s singular and plural.

°Make a chart of irregular plurals and add to it through the year.

WORD IDENTIFICATION SKILLS

Structural Analysis Skills

Possessives

°Pronounce the s in possessive forms by responding to the following:

The teacher picks up a student's book and asks, "Whose book is this?" The teacher writes the response on the chalkboard, as Mary's book.
The procedure is repeated with another student's book, but the apostrophe and s are omitted from the name, as Tom.. book.
The student discovers what is wrong, and the teacher adds the apostrophe and s, calling these symbols by their names. Response is made to books of other children. The procedure can be varied by referring to pencils, crayons, tablets, or other possessions of students.

°Underline the correct word in phrase of this type:

Helen's	Ned	Tom's
pencil	book	crayons
Helen	Ned's	Tom

°Respond to questions of this type: Whose pencil is green? Whose sweater is blue? Whose dress is green? Student indicates and reads appropriate answer from prepared list on the board:

Bill	Susan's	Roger's	Janet
Bill's	Susan	Roger	Janet's

°Name articles and owners by answering the question, "Whose _____ is this?" Several articles are gathered from students and the question is asked as gloves, for example, are pointed out: "Whose gloves are these?" Student writes: " They are Mary's gloves."

°Play a game involving two teams. The first pupil on team one points to an object that belongs to another pupil. He asks, "Whose article is that?" The first person on team two writes the possessive noun in a blank in a sentence form already on the chalkboard. The team making the fewer mistakes wins.

°Play a game involving four teams. The first pupil on each team goes to the chalkboard and uses one of the singular nouns from the list below in a sentence:

boy	child	church	baby
friend	lady	girl	fox
cousin	mother	tomato	deer

The second pupil on each team uses the same noun as a plural. The third uses the same noun as a singular possessive. The fourth uses the noun as a plural possessive. Points go to teams whose members answer correctly.

WORD IDENTIFICATION SKILLS

Structural Analysis Skills

Contractions

°Play the game "Bag of Tricks." From a bag or shoe box marked 1, draw cards bearing components of contractions as, he is, will not, etc. Match these with contractions appearing on cards in bag or box marked 2. Discuss adequacy of matches.

°Putting all the above cards together and shuffling them well, play a rummy game making pairs rather than sets. Make cards for these common contractions:

1. is not	isn't	18. she is	she's
2. are not	aren't	19. it is	it's
3, was not	wasn't	20. who is	who's
4. were not	weren't	21. that is	that's
5. do not	don't	22. I will	I'll
6. does not	doesn't	23. you will	you'll
7. did not	didn't	24. he will	he'll
8. has not	hasn't	25. she will	she'll
9. have not	havenit	26. we will	we'll
10. had not	hadn't	27. they will	they'll
11. will not	won't	28. I have	I've
12. can not	can't	29. you have	you've
13. I am	I'm	30. we have	we've
14. you are	you're	31. they have	they've
15. we are	we're	32. could not	couldn't
16. they are	they're	33. would not	wouldn't
17. he is	he's	34. should not	shouldn't

°Use dictated or original writing from composition folder to replace phrases with contractions.

°Recreate the original words used to form contractions in a group of sentences.

°Make up sentences containing substandard usage (common errors) of contractions. Have your classmates substitute the correct one.

Example: The dog don't like to be left alone.
(corrected) The dog doesn't like to be left alone.
Our car ain't got a trailer hitch.
(corrected) Our car doesn't have a trailer hitch.

WORD IDENTIFICATION SKILLS

Structural Analysis Skills

Syllabication

*Say the names of six objects pictured. How many syllables do you hear in each name?

Binoculars Pyramid Igloo Sombrero Toboggan Parachute

*Write the first syllable of a word your teacher dictates to you.

flutter	happy	spoken
perhaps	spoon	laugh
napping	between	paper
helpless	stop	automobile
detour	bubble	class

*Play tic-tac-toe. Divide class into two teams. Arrange board as follows:

1	2	3
2	1	2
3	3	1

Example:

1	2	3X-Newspaper
2	1	2
3	3	1O-Run

The first member of one team selects a card with a word on it. He decides how many syllables are in the word and places an X beside the corresponding number on the board.

Example: newspaper (3). The first member of the other team selects a card and places and O next to the number on the board that corresponds with the number of syllables in his word. Example: run (1)

°Identify auditorily syllables through a riddle technique. Teacher and pupils make up riddles as:

There are four syllables in my name, I am
a means of transportation. I have two wheels.
I make a noise. What am I?

WORD IDENTIFICATION SKILLS

Structural Analysis Skills

Syllabication (Continued)

°Review compound words to see that each word of a compound word is a syllable and then to further see that sometimes one or two of these words is made up of two or more syllables within itself.

bakeshop	halfway
horseback	northwest
watchman	upset
township	snowshoes
	undertaker

°Practice dividing words with double letters applying the rule: When a word has double consonants within it, you always break it into syllables between the double consonants.
v c c v

message	success
differ	suppose
happen	correct
saddle	carry

°Compile a list of double-consonant words from current reading and divide the words into syllables.

°Practice dividing prefixed words by applying the rule: If a word has a prefix, your starting point is to divide the word between the prefix and the root. The prefix must contain a sounded vowel, and the root must contain a sounded vowel.

discuss	exchange
explain	receive
unless	inquire

°Practice dividing suffixed words by applying the rule: In words that have a suffix, a syllable division may be made between the root word and the suffix. The root word has one or more sounded vowels and the suffix has a sounded vowel.

different	freedom
dangerous	statement
government	nation

°Sing songs focusing on syllables to increase understanding of syllabication (see explanatory article, "Song of a Runaway.")

WORD IDENTIFICATION SKILLS

Structural Analysis Skills

Syllabication (Continued)

°Divide each of the words into their syllables.

better	bet - ter	painted
cabbage		little
country		sudden
maybe		worker
nearby		flower
belong		farmer
happen		kitten
birthday		curtain
wonderful	won - der - ful	remember
happening		hungrier
exciting		suddenly
following		wondering
strawberry		answering
potatoes		adventure
frightening		umbrella

WORD IDENTIFICATION SKILLS

Structural Analysis Skills

Accent

°Look up in the dictionary several familiar words to note the accent mark and test its effect. Explain that dictionaries differ in placement of accent mark.

°Look up some new words to ascertain what help the accent mark gives in pronouncing the words.

°Pronounce words with the accent placed after different syllables. On the chalkboard place the accent mark after different syllables in pairs of words and pronounce them according to the accent mark as:

express'	num' ber	cir' cle	magnet'
ex' press	number'	circle'	mag' net

°Pronounce the accent on different parts of words according to the word's use in the sentence.

per' fect	in' crease	ex' pert	compact'
perfect'	increase'	expert'	com' pact
refuse'	in' valid	present'	permit'
ref' use	invalid'	pre' sent	per' mit
con' tent	record	re' bel	en' trance
content	re' cord	rebel	entrance
addict'	address'	contact'	
ad' dict	ad' dress	con' tact	
convict'	conduct'	contract'	
con' vict	con' duct	con' tract	
decrease'	re' lay	insult'	
de' crease	relay'	in' sult	
object'	permit'	produce'	
ob' ject	per' mit	pro' duce	

WORD IDENTIFICATION SKILLS

Context Clue Skills

°Recognize that context means "neighborhood" in which a word "lives."

°Make up a riddle giving at least 3 clues to the meaning of a word without using the word. Let your classmates guess the word.

°Use the dictionary to find the meaning for words with multiple meanings and write or tell correct number.

1. He rattled on with the story. _____
2. He was rattled by the tale told to him. _____
3. The dishes rattled in the sink. _____
4. The baby shook his rattle. _____

Dictionary meanings:
1. rapid succession of noises
2. confused
3. chattered
4. toy

°Fill in blanks at the ends of sentences from a list containing at least one incorrect choice.

1. Squirrels like to climb _____.
2. Mary washed her face and _____.
3. Dick's motorcycle had two _____.

wheels girl hands trees

Later you may want to fill in blanks without being given any choices.

*Write the best meaning of a word underlined in a sentence or group of sentences according to the context of the sentence.

*Look at a copy of a short paragraph. Orally, give the best meaning for the words underlined.

*Fill in the blanks of sentences in which you anticipate the best meaning that the sentence is trying to convey.

Example: Helen _____ home after school.

Discuss possible answers for different circumstances.

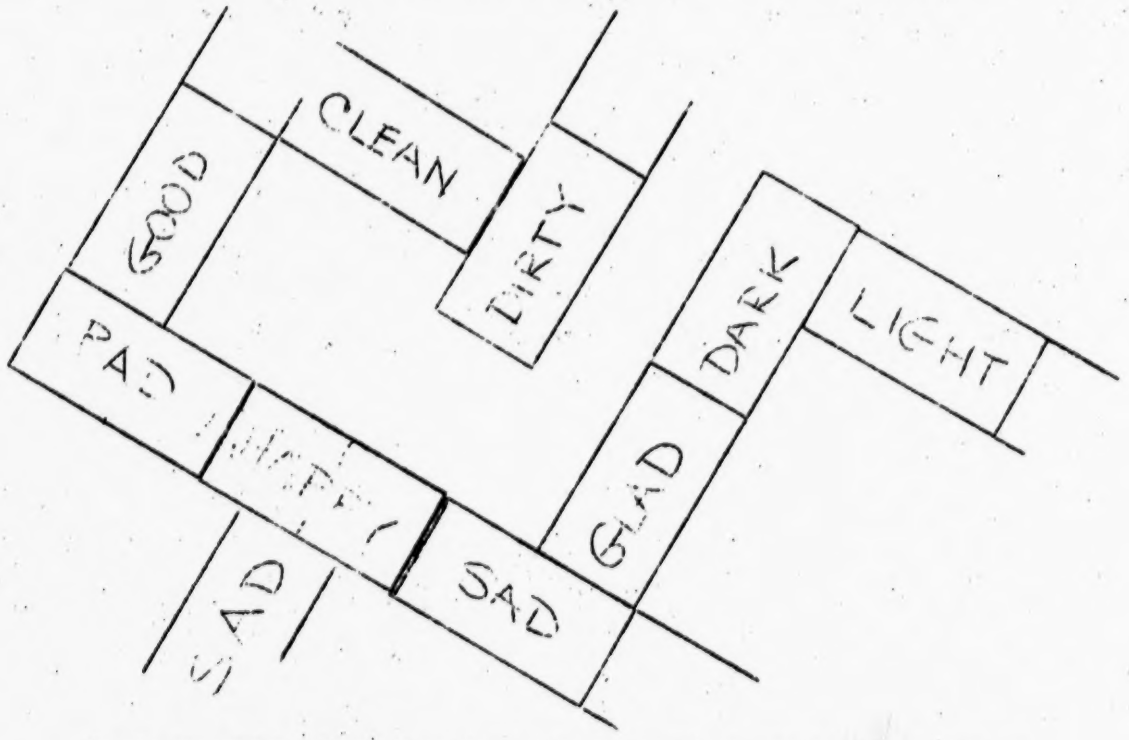
*Choose a picture to illustrate the meaning of a word. Mount the picture, and beneath it write a descriptive sentence containing the word.

*Pantomime the meaning of a word to show that you understand its meaning from a given sentence.

WORD IDENTIFICATION SKILLS

Context Clue Skills (Continued)

°Make sets of domino cards containing synonyms, antonyms, homonyms, etc. on tagboard 3in sizes such as 6"x9", 5"x7", or even 4"x6".



Cards should be distributed to the players or can be drawn one at a time from a face-down pile. Person who is it lays one card down. He may either select the next player, the players can volunteer, or they may rotate turns in order. If a player cannot add to the design, he loses his turn. The game continues until all the dominoes are played. They may be used by individuals for fun and practice, also.

°Use the "spelling bee" idea for team games with synonyms, antonyms, or homonyms.

°Play "Around the World" game. First player names a place in the world he wants to visit, then stands beside the desk of the next person in the row to start his trip. The leader gives a word; the one who answers with a synonym first (or antonym or homonym) continues his trip. If it is not the first player, he sits down at the desk, occupied by the person who named the answer first. The winner decides where he wants to go, and the game continues. Each player who makes progress is praised. At the end of the game (when every pupil has had a chance), everyone goes back to his own desk.

WORD IDENTIFICATION SKILLS

Context Clue Skills (Continued)

°Listen to the antonym or synonym phrase of a sentence. Provide the rest of the sentence.

°Listen to or read a series of sentences which contain words or phrases which are opposite in meaning to an unfamiliar word in the same sentences. Determine the antonyms.

°Learn to recognize antonym signals: instead, although, but, others, yet, however.

°Play "Alligator Game" - see These Ideas Will Work

°Discuss together meanings of poems, sentences, paragraphs, stories, etc. with imagery and figurative speech.

°Exploring the Meaning game - These Ideas Will Work - page 36

°Make cards with familiar figures of speech. Add to them as new expressions are met and understood.

°Draw pictures to illustrate figurative phrases. See if class can guess figure of speech.

°Watch for imagery in all reading. Call to attention of teacher and/or class.

°Starting with a basic noun-verb sentence, try to add adjectives, adverbs, or clauses to make it more colorful.

°Try to describe a picture (from a magazine) so that the class will be able to pick it out from a group.

°Try to describe a picture well. Let class decide.

*Define the following by describing the object; then tell how it is used:

a. light bulb	e. cigarette
b. eraser	f. tire
c. faucet	g. needle
d. cup	h. oar

*Try to define these items without mentioning others:

a. toothbrush	e. ashtray
b. toaster	f. wheel
c. hammer	g. hamburger
d. index	h. doghouse

Ask other students to guess each item which you have described.

Context Clue Skills (Continued)

*Describe the parts that make up:

a. a bicycle or minibike
b. a swing
c. a bicycle

*Name the object to which each part belongs.

a. lens - camera
b. handle -
c. knob -
d. pipe -
e. feather -
f. hook -
g. rung -
h. page -

*Name the rooms on the first floor of your house and draw a floor plan.

*Name the usual location for each of the following objects:

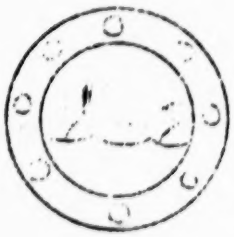
a. trailer - trailer park
b. monument -
c. dock -
d. book -
e. fence -
f. broom -
g. license plate -
h. locker -

WORD IDENTIFICATION SKILLS

Context Clue Skills (Continued)

*Fill in the missing word of each of these verses. The pictures illustrate the meanings of the missing words.

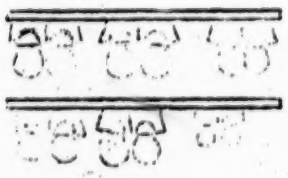
This eagle thought
it was a sparrow,
when he gulped down
the feathered _____.



We saw a whale
on our ocean
trip
through the
_____
of the ship.

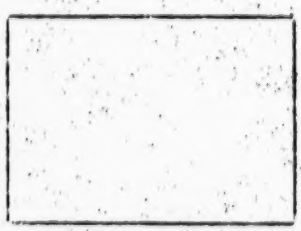
When you see this
sight from afar,
you know it's a Mexican
strumming his _____.

The frame that looks
so blank
is really a polar bear
in a snow _____.



Under the bleachers
isn't so neat.
The only thing you
ccan see is _____.

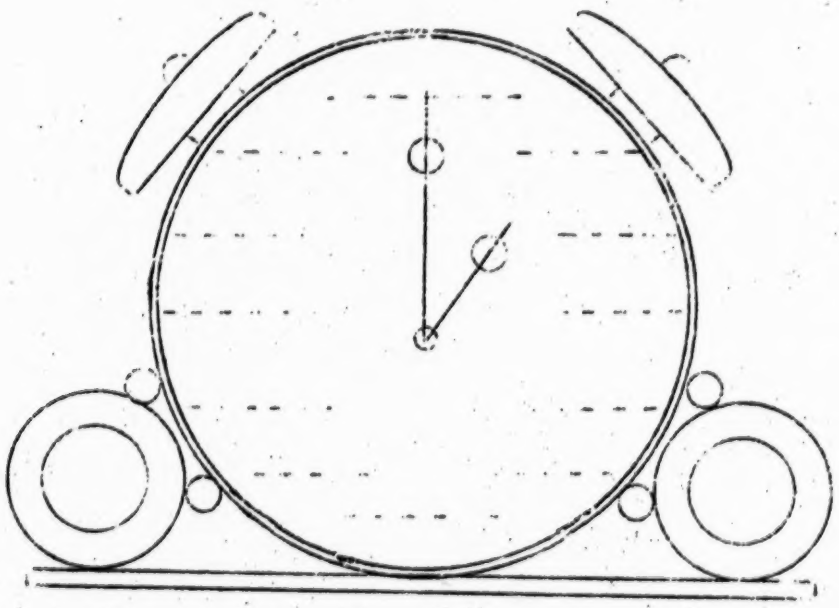
*Try to make sketches in these squares. Write a short verse to explain each.



WORD IDENTIFICATION SKILLS

Context Clue Skills (Continued)

°Play the following game:



Each definition below is of a four-letter word. Each word differs from the one before it by one letter. Try to fill in the face of the clock.

12:00 where money is safe
1:00 submerged
2:00 everything but the kitchen ----
3:00 to connect
4:00 to defeat
5:00 to be missing or have need of
6:00 a small nail
7:00 a bundle
8:00 ---- and choose
9:00 red mixed with white
10:00 where we skate
11:00 grade or rating

WORD IDENTIFICATION SKILLS

Context Clue Skills (Continued)

*Look at a picture of a bus and a streetcar. How are a bus and a streetcar alike? List as many ways as you can.

*Look at a picture of a squash and a pumpkin. Would you say a squash and a pumpkin could be members of the same family? Give reasons for your answers.

*Look at a picture of a canoe and a gondola. In what ways are they alike? In what ways are they different?

*Check the dictionary definitions for bus, streetcar, canoe, gondola, squash and pumpkin. Then write a common definition for each pair of items. Place these definitions on the chalkboard.

*Look at a pen and a pencil.

A. Compare these objects

B. Define: pen, pencil

C. Give a definition that includes both.
Example: an instrument used for writing

Do the same for the following pairs of words:

table desk	beard mustache	comb brush
dishtowel dishcloth	watch clock	wallet piggybank

*Name as many animals as you can which are:

A. more like ducks than dogs

B. more like dogs than ducks

*Name as many animals as you can that have:

a. teeth
b. horns
c. hoofs
d. wings
e. scales

*Describe a team that usually wins and a team that usually loses.

*Describe a program that is usually funny and a program that is usually sad.

WORD IDENTIFICATION SKILLS

Context Clue Skills (Continued)

*Describe and compare
A. an old man and a small boy
B. a village and a city
C. a stream and a river
D. a pebble and a mountain

*Play a synonym-antonym game. Listen to a word, then give a synonym or an antonym for the word.

a. tall
b. heavy
c. rich
d. tiny
e. pleasant
f. busy
g. tired
h. cold

*Write a paragraph in which you discuss these questions:

1. What qualities does a friendly person have? a person who is unfriendly?

2. In what ways are friendly and unfriendly people alike?

3. Can they look alike? Can they act alike?

4. Can they want the same things?

5. In what ways are they different?

6. Is there any difference in the way you feel about each?

WORD IDENTIFICATION SKILLS

Context Clue Skills (Continued)

*In a sentence, find the definition of an underlined, unfamiliar word by pointing out the definition within the same sentence.

*Recognize signal words for definitions: "is called", "which is", "means", or pauses indicated by commas, dashes, or parentheses.

°Play the "Listen and Think" game. Two or more teams listen to anticipate what word is coming next. The leader writes on the board a list of words that are missing from a story he is going to read. As he reads, he pauses at the missing words, and the members of the teams take turns in telling which of the words on the board should come next. (Or every member of each team could write what he thinks the correct word is.) The team with the greatest number of correct answers wins. As variations, the class members could write their own stories and tell what words are to be placed on the board, taking turns being leader, or the story could use key words from a current social studies or science unit.

°Identify unknown words in sentences through help from everyday expressions with which you are familiar.
"That pan has several holes; it leaks like a _____."

°Become aware of the fact that linguistically certain words tend to be in a certain sequence or order.
"He has just awakened from a deep _____."
"He did not _____ that he was too close to the machine."

°Identify an unknown word from the mood or tone of the rest of the sentence.
"Everyone was happy and smiling as they danced _____ around him."

°Identify an unknown word by summarizing several ideas that precede it in a sentence.
"As he stood before his audience his hand shook, his voice was husky, and perspiration appeared on his forehead, for he was very _____."

°Look through dictionary to find words with multiple meanings; draw posters depicting multiple meanings of words for others in class to guess.

°Try to make up a sensible paragraph using several words with multiple meanings in as many ways as possible.

°Make up or write a good sentence for each meaning of a particular word. Let the rest of the class or the other team use dictionaries to find the number of the correct meaning for each of your sentences.

COMPREHENSION SKILLS

Main Ideas

*Draw a picture to show the main events of a story. If possible, write captions for the pictures.

*Read the sentence carefully; ask yourself what the sentence is about; make a rebus to illustrate the what or the main idea of the sentence.

*Listen to the reading of a poem or story and tell, draw, dramatize, pantomime, or write the main idea.

*Look at a picture or a cartoon and tell or write a caption.

*Write a telegram (at ten cents a word) giving the main idea of a story.

*Find a picture that best represents the main idea of a story.

*Match headlines with news stories.

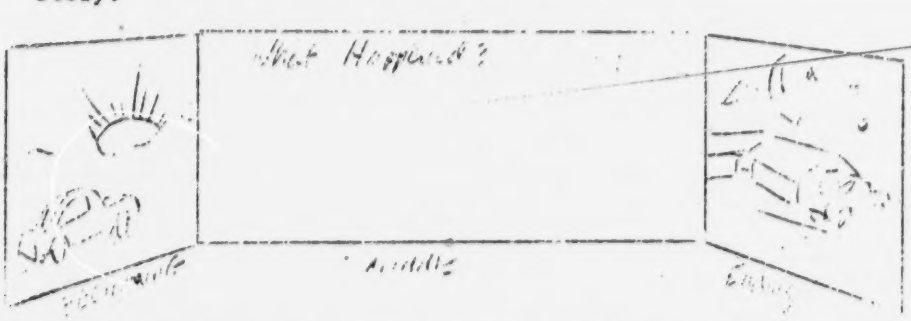
*Develop a code to tell the main idea of a story. Ask another to break the code.

COMPREHENSION SKILLS

Summarizing

°Illustrate the main episodes of a story that you have enjoyed and use the drawings in the device described below as an aid in telling the story. Directions for illustrating:

> Fold a piece of cardboard into three parts and add an acetate cover that opens at the top of the middle panel. Draw the beginning and ending episodes of the story on panels 1 and 2. Draw several episodes that fall in between the beginning and the end and insert these in the middle panel during the telling of the story.



°Focus on a sentence that can be summarized. Tell what the sentence is about.

°Focus on a paragraph that can be summarized. Tell what the paragraph is about.

°Focus on science or social studies material that can be summarized. Tell what the material is about.

°Prepare a pantomime to act out a story.

°Write a letter to a friend telling about a story you have read.

°Make book or story jackets with a "blurb" on the inside flap of the jacket.

°Develop a puppet show about a story enjoyed.

°Compose a rhyme or jingle about a story.

°Read newspaper stories to see how headlines and beginning paragraphs summarize the daily news events.

°Work on a class project to learn procedures for summarizing. Read together a selection and then list the main ideas. Use the list to develop a summary paragraph.

COMPREHENSION SKILLS

Summarizing(Continued)

°Prepare a large chart that summarizes facts about famous Americans. Some appropriate headings include: name, dates of life, important contributions, place of birth, occupation, famous quotations, special honors.

FACTS ABOUT FAMOUS AMERICANS

NAME	DATES	WHY WE REMEMBER
Thomas Edison	1847 -	Invented electric light, phonograph, motion pictures and other useful things.
Kennedy, John F.	1917 - 1963	Served as president, worked for world peace and world freedom.
Susan B. Anthony	1820 - 1906	Helped women get the right to vote.

°Contribute to a class list of notes that are recorded on the chalkboard after reading a page or two from a textbook. After notes have been erased from the board, reread the same material taking your own notes.

COMPREHENSION SKILLS

Details

*Tell or write details which have been omitted in a written list of details about a report, short story, or trip's account which has been read to you.

*Illustrate the main idea of a story which has been read to you. Underneath this main illustration draw a series of smaller illustrations to add the details of the story.

*Look at a picture for three minutes and from memory write as many details about the picture as you can.

*Look at a picture for three minutes and write answers to questions about details which were in the picture.

*Listen to a story. From a list of written details cross out the ones which do not pertain to the story.

*Listen to a descriptive paragraph which includes much detail. Illustrate the detail from the paragraph. Listen to the paragraph again. List under your illustration details which you omitted. Then complete your illustration.

*Look briefly at a picture of an accident scene, construction of a building, or a section of a highway or city street. Try to remember as many details as you can. Tell as many details as accurately as possible.

*After listening to a story or report, arrange pictures which are related to the details of the story or report in their proper order.

*After listening to a story, match answers with questions about the details.

*After listening to a story, orally answer questions about the story.

*Retell a story--or part of a story--which has been read to you.

*You have been given the name of a famous person to interview. Make up questions to ask the person. These questions should be carefully constructed so that the person you are to interview will tell you details which you would like to know about his life.

*From a list, choose the word which best describes each character in a story.

COMPREHENSION SKILLS

Details (Continued)

*Predict the ending of a story by writing your prediction. Listen to the story's ending. List details which support your prediction. If your prediction was wrong, list details which caused your error.

*Retell a story you have read and change the ending without changing the details of the main part of the story. Make your ending believable.

*As a group, secure assignments of writing announcements for coming events in your school.

*Substitute specific details for underlined general details in a given description.
Examples: coat left in a bowling alley or theater; a stray dog or cat; a lost pocketbook or wallet; a schoolbook left in a store

*Write a description of someone in your classroom. Try to make it definite enough so everyone will be able to identify the person described. Be tactful.

*Improve the description of a classmate who was difficult to identify by suggesting more details or improving ones which were too general.

*List details for an explanation of what to do during a fire drill in room _____ of your school.

*As a riddle is read to you, write down details which will help you solve the riddle. As a class, discuss your details and determine a solution for the riddle. Check your answer with the teacher.

*Cut out of magazines what might represent one or two details from a story. Ask your classmates to examine the "pictures" and determine which "details" are related to a specific story.

*Make a story log. Be sure to include a record of time and place settings.

*Describe a room in the school building and the objects in it. See how quickly other students can identify the room.

*Describe the objects in a room in the school building without naming the room. See how quickly other students can identify the room.

COMPREHENSION SKILLS

Details (Continued)

*Think of an item that could be described from the inside and the outside. Have another student describe the item from the inside and you describe it from the outside. Ask the class to name the item. Examples: cave, cabin, apple, closet, store

*Write a list of clues for the following occupations: painter, miner, doctor, teacher, secretary, astronaut. Compare your list of clues for each occupation with the lists of other students. Try to omit clues which are not absolutley essential for the occupation.

*A person carrying several objects has come into your classroom for a few minutes and left. Describe the person and the objects he carried.

COMPREHENSION SKILLS

Sequence

*Listen to a brief story. Unscramble the sentences on your worksheet and rearrange them in proper sequence.

*You have been given four pictures. Arrange them in a sequence from left to right. Now, make up a brief caption for each picture. Your pictures and captions should tell a story.

*Listen to your teacher as he skims a story. Read the story yourself. Help form a summary sentence on the board for each part, the beginning, the middle, and the end. Tell the story from memory.

*Arrange in logical order the detailed events of a story which you have not yet read. Get your ideas from the title and a brief introduction to the story. Read the story. Note your details which are out of order. Discuss why you have made errors.

*After listening to a story, identify the events which happened in the beginning, the middle, and the end of the story.

*Look at a picture of a person who is experiencing an event. Describe the probable reactions of the person.

*Identify the correct order of the letters of the alphabet.

*Given a group of words, arrange them in order so that they rhyme.

*Write given sentences from dictation. Check your sentences with those on the board. Try to write the sentences exactly as they have been read to you.

*Add two sentences to a given paragraph. Make certain that each sentence continues the sequence smoothly and logically.

*Add details for a procedure, which explain the step-by-step process for carrying out a given activity.

*Each group of words listed below is a sentence. Unscramble each group of words to make a sentence.

COMPREHENSION SKILLS

Sequence (Continued)

*Change one word into another in as few steps as possible. Each step in this process consists of changing one letter to make another word until the desired word is reached.

Examples:

Heat to Cold	Green to Black
HEAT	GREEN
HEAD	GREEK
HELD	CREEK
HOLD	CREAK
COLD	CROAK
	CROCK
	CLOCK
	BLOCK
	BLACK

*Write an alphabet poem by writing one word on each line and making sure that each word follows along in alphabetical order. You can write words with separate ideas, or you can try to combine the words into a sentence expressing one idea. Examples:

Mee e	War	Thirteen
Hi,	A	Abandoned
I'm	Boy	Bauble,
Jumping	Can	Childhood
Kim	Die	Dissolved-
Living	Easily	Ended.
My	For	Fantasy
Niche	Going	Gone.
	Hatefully	
	Into.	

*You and two other students have seen the same television program last night. While the other two are out of the room, you tell the story presented on the program. Now you leave the room while the other two students tell their versions. Your classmates answer the following questions:

a. Did anyone start the story with the ending?
b. Did anyone start the story with the middle?
c. Who told the most complete story? What order did he use?

*Each row of students will describe a classroom activity from a different starting point:

Row 1 - identification of people involved
Row 2 - description of the place
Row 3 - description of the actions involved
Row 4 - explanation of how it came about
Row 5 - identification of when it came about

COMPREHENSION SKILLS

Following Directions

*Repeat and dramatize commands. Start with simple ones; they may become more complex later.

*Listen to 1, 2, and 3 step directions. Execute the job called for.
Example: (1 step) Stand Up; (2 step) Sit Down and Fold Your Hands;
(3 step) Go to Blackboard, Make a Line, Erase It.

*Write, print, or draw as your teacher directs. Example: 1. Draw a Circle, 2. Draw a Dot in a Circle, 3. Draw 3 Circles and Place a Dot in Each. Underline the 2nd Circle.

*Move around the room according to the directions you have selected from a grab bag.

*Color a picture or make a design from written or oral directions.

*Write your own directions telling how to get to your house from school. Give these directions to your classmate and let him tell you if they are clear enough to follow.

*Arrange a set of directions in order telling how to get to your school auditorium from English and Reading Class.

*From a simple map, trace the path from the set of directions given.

*Simulate driving a car. Orally give the directions in logical order.

*Take turns at completing a drawing on the overhead after selecting a piece of paper with directions for various parts of the drawing.

*Tape directions for playing a game and see if your classmates can follow them and play the game successfully.

*Follow written or oral directions for making things such as candy or a model.

*Follow written directions for a treasure hunt in your classroom. Look for treasures such as rulers, pencils, candy bars, etc.

*Practice daily the skill of following directions.

*Play Games. Examples: Nimble Brain - Level 5,6
Dandy Detectives - Level 5,6
I'm Listening - Level 4,6
Repeat After Me
Are You Listening

COMPREHENSION SKILLS

Following Directions (Continued)

*Do what a story tells you. Example:
a. Draw a big house
b. Put a tree by the house
c. Put 10 apples on the tree
d. Put a red wagon under the tree
e. Put a boy by the house
f. Put a bird on the house
g. Put a yellow toy duck under the tree

*Select a suggestion from the Suggestion Box in your room. Use this when you have spare time. Do what the suggestion tells you.
Example: a. Draw a picture illustrating the main idea of the story we read yesterday.
b. Write three sentences telling what you saw or did on the way to school today.
c. Get a box of letters. Make as many words as you can in three minutes. Check the words in the dictionary.

COMPREHENSION SKILLS

Making Inferences

*Tell why you think the author wrote a certain story, play, poem, etc.

*Discuss what the author wanted the reader to conclude.

*Discuss what feelings the author wanted to arouse in readers.

*Look at a series of pictures in order.

1. Choose from 3 short paragraphs the one that gives the best description of the story.

2. Tell the story as you see it.

*Look at a picture; choose the best caption from 3 offered.

*Look at a picture; write your own caption to compare with others in class.

*Ask pupil or pupils to complete a story.

*Watch a film with the sound turned off. Tell story as you believe it to be happening.

*Interpret meaning of sentence, paragraph or story.

*Anticipate what will happen next in a current event.

*Interpret characters in play or story by inflection or tone of voice.

*Read a selection in which several characters are involved. After a new plot has been presented, decide how characters would feel, speak, and act in new situation.

COMPREHENSION SKILLS

Outlining

Outlining is a composite activity based on other skills, such as finding main ideas, finding supporting details, developing sequence, summarizing, classifying, and locating information. Some students may be able to compose a two-level outline.

I.
  A.
  B.

II.
  A.
  B.
  C.

In teaching the outline, a I must have a II. An A must have a B.

COMPREHENSION SKILLS

Judgments and Conclusions

*Read or listen to a sentence, a paragraph, or a story. Tape judgments made or conclusions drawn. Listen to responses and select the best ones.

*Read carefully several advertisements from a newspaper or magazine. Consider such things as the apparent honesty of claims made in the advertisement.

*Select a book that looks enticing. Explain why the book will probably be a good one.

*Study a set of six cards on each of which a sentence is written. Sentences will be concerned with a variety of subjects. Select sentences that will appeal to a young child, to a teen-age girl, to a group of Boy Scouts, etc.

*Place a set of pictures in the proper sequence to tell a story. Draw conclusions, as directed, concerning characters, seasons of the year, sections of the country, etc.

*Try to guess the answers to riddles which are written on cards, one to a card.

*Write riddles for oth ers in the class to guess, being sure to include facts enough for clues. Answers should be on back of and in small print.

*Decide whether a story is real or make-believe and tell why.

*Complete a story your class has started to read. Listen to and discuss all ideas and evaluations of plot, characters, etc.

*Decide whether you would have made the same decision as the hero in any story that you read.

*Make up a paragraph or story from a supplied first line: "Once Mother and Dad heard the doorbell ring at midnight."

COMPREHENSION SKILLS

Classifying

Teacher's Presentation

Purpose:

1. To explore the terms class, subclass, and classifying and to emphasize that classifying is sorting out and grouping things according to their common features.

2. To introduce the idea that many things can be classified in different ways.

*Draw a big box on the chalkboard or paper and label it Living Things; inside that box, draw two smaller boxes, one labeled Plant Life and the other labeled Animal Life. Name several things that could go into each box, and represent each sub-class with a box and label.

*Draw a labeled box diagram to represent the relationship between tools, wrenches, monkey wrenches, and pipe wrenches.

*Name a larger group (class) that each of the following items fit into. Then list some smaller groups (sub-classes) that would fit into the group listed.

books balls fish

Some possible answers:

books: Things to Read, Things Made of Paper
balls: Game Equipment, Things That Can Roll
fish: Things That Can Swim, Living Things with No Legs

books: Story Books, Science Books, Dictionaries
balls: Baseballs, Basketballs, Footballs
fish: Guppies, Goldfish, Salmon

*Think of ways to classify an apple. Some possible answers: Fruit, Red Things, Things Containing Seeds, Things That Are Juicy.

*Pair with another student to sort into as many classes as you can the following items. Tell or write the names of your classes. You may use each word in as many classes as you wish.

mirror	sun	cat	hour
table	car	clock	bicycle
bed	bottle	paper	truck
snow	elephant	ball	wrench
star	balloon	radio	pen

COMPREHENSION SKILLS

Classifying (Continued)

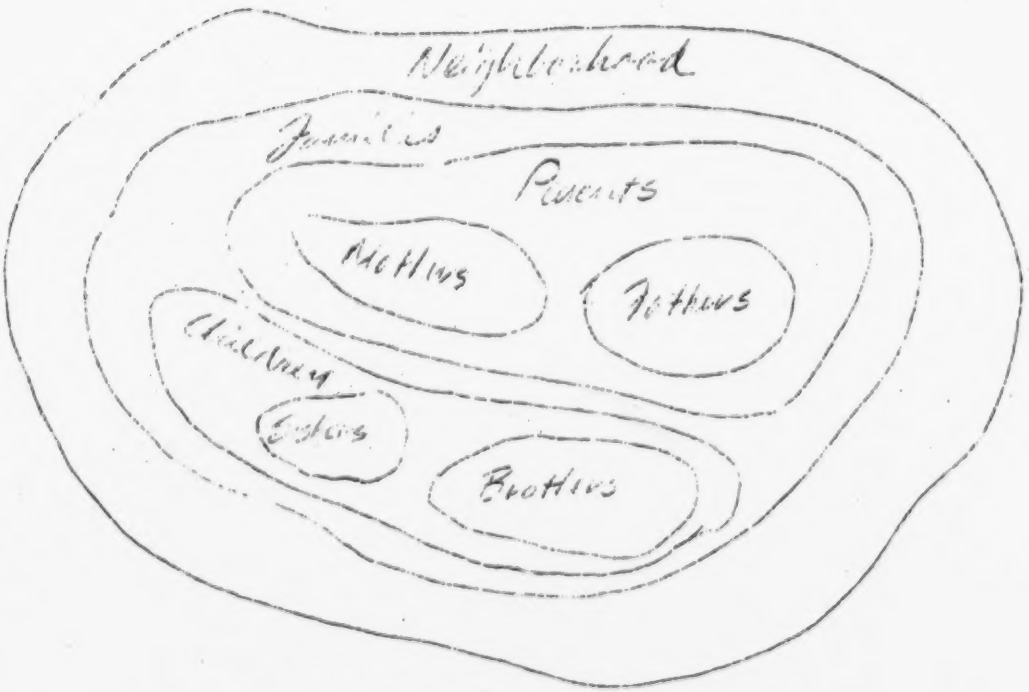
Some possible answers: Living Things, Non-living Things, Silent Things, Things That Make Sounds, Things That Move, Things to Ride, Machines, Animals, Furniture, Things Made of Glass.

Think of one class that would cover all the words listed above.

Possible answers: Things We Can See, Things We Can Read About.

*Look around the room to find as many things as possible that could belong in the category Container. Decide how many things of these containers are square (or some other shape). Decide which square containers are red (or some other color). See how many other features of the square red containers can be found that would allow them to be classified in still other ways. Play this game with other main categories: Things to Write With, Things That Can Be Read, and so on.

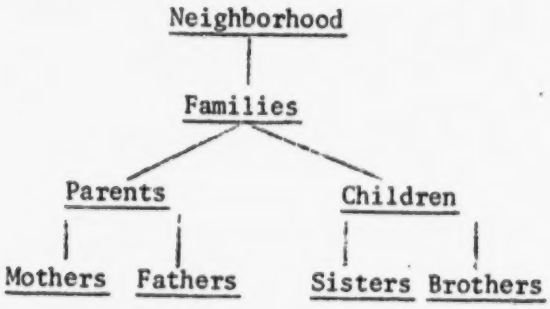
*Draw a box or a curvy diagram to represent these relationships: sisters, mothers, parents, families, neighborhood, brothers, children, fathers.



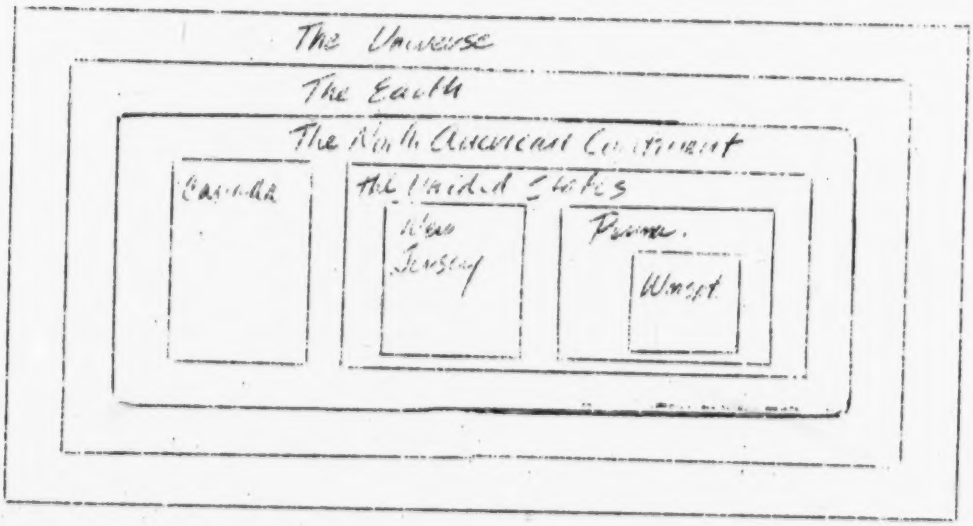
COMPREHENSION SKILLS

Classifying (Continued)

*Draw a tree or branching diagram to show relationships of items in previous paragraph.



*Draw a box or a curvy diagram to represent these relationships: The Universe, The Earth, The North American Continent, Canada, The United States of America, New Jersey, Pennsylvania, Williamsport.



*Tell how these words are related: convertibles, planes, vehicles, hardtops, cars.
Answer: They all name means of transportation.

COMPREHENSION SKILLS

Classifying (Continued)

*Show the relationships between these words in a diagram: convertibles, planes, vehicles, hardtops, cars, jets, helicopters.

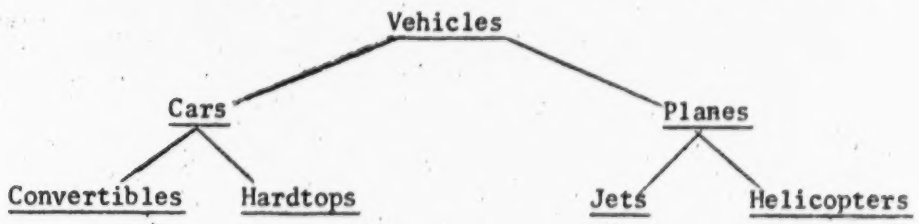


*Diagram the items in the above paragraph and add to the diagram trains, passenger trains, freight trains, boats, motorboats, sailboats.

*Underline the word that does not belong in each line.

a. bread	milk	store	candy
b. kitten	boy	dog	pig
c. bird	paint	ride	hop
d. boat	train	school	car
e. one	brown	six	two
f. look	jump	play	it
g. father	book	mother	brother
h. cookies	apples	candy	please
i. then	children	mothers	chickens
j. quack	there	cluck	moo
k. over	under	behind	like
l. ball	doll	boat	them
m. house	after	home	store
n. hens	rabbits	birds	let
o. reading	working	animals	laughing
p. corn	nuts	apples	basket
q. child	mother	father	dog
r. nine	five	seven	lost
s. doll	house	ball	wagon
t. home	house	horse	barn
u. talk	play	walk	up
v. read	write	pennies	work
w. cookies	apples	candy	hurry

*Draw one line under a word if it is a thing you can see. Draw two lines under a word if it is not a thing you can see.

valentine	clothes	parade	again
umbrella	late	clock	party
breakfast	honey	rain	wake
thought	rake	sniff	potato
read	calf	sign	fence
grass	both	shovel	start

COMPREHENSION SKILLS

Classifying (Continued)

*Put the words below in three columns. Put things that can fly in the first column. Put things that can swim in the second column. Put things that can run in the third column. (You can put some words in two columns.)

horse, fish, goat, cow, seal, dog, bee, bear, bird, balloon, airplane, kite, rabbit, mouse, goose, bluebird, squirrel, crow, kitten, pony, pig, calf, hen.

*Draw lines under the things you could eat if you were hungry.

meat	milk	flag	under
bread	pie	flew	potato
sleep	fish	honey	drum
apples	pears	paint	cereal
country	cheese	orange	cake
nuts	balloon	cookie	train
lights	beans	ice cream	hurry

*Underline the names of things that can walk.

train	bell	game	calf
letter	city	goat	telephone
coat	sign	noise	hog
pony	early	clothes	field
short	garden	elephant	goose
build	care	horse	shovel
house	string	fox	puppy
watch	lion	straw	spring
chimney	woman	nothing	cake

*Underline the names of things we can hear.

wind	clock	clothes	money
neighbors	balloon	nothing	noise
pleasant	calf	city	bell
surprise	rain	drum	circus
noise	rooster	bees	sun
paint	squirrel	animals	crow
people	shout	mouse	fence
slower	stop	early	teacher
second	train	boat	yard
fox	goose	bear	tomorrow

COMPREHENSION SKILLS

Classifying (Continued)

*Underline the words that tell that you feel good.

happy	well	glad	joyful	string
each	while	could	pen	garden
sad	box	family	coat	laughing
store	brick	going	small	spring
pleased	alone	lost	string	tired
every	never	along	smiling	merry

*Put 1 in the blank before the word if you find that thing in the city. Put 2 in the blank if you find it in the country. Put 3 in the blank if you find it in both the city and country.

___ streets	___ fields	___ taxis
___ stores	___ ducks	___ foxes
___ cats	___ houses	___ high buildings
___ horses	___ pigs	___ circus
___ chickens	___ yards	___ neighbors
___ woods	___ telephones	___ cars
___ big churches	___ trees	___ gardens
___ kittens	___ flowers	___ roads
___ goats	___ rabbits	___ barns

*Put the things people wear in one column. Put the things people have in the house in another column. Put words that tell size in a third column.

hat	table	big	coat	chair
small	mittens	pan	little	cap
bed	large	shoes	stove	boots

*Put a yellow line under the fruits. Put a green line under the vegetables.

apple	beet	spinach	corn	orange
cherry	pumpkin	onion	potato	lemon
peas	pineapple	peach	carrot	raspberry
tomato	lettuce	strawberry	currant	cucumber
cabbage	banana	blueberry	pear	lime

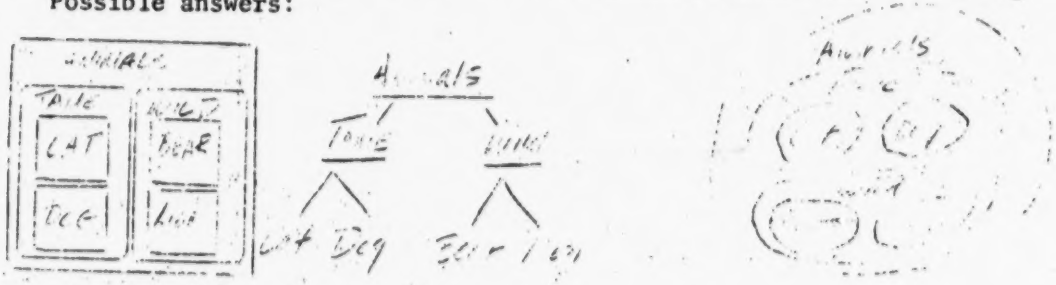
COMPREHENSION SKILLS

Classifying (Continued)

*Underline the word in each line that includes all the other items in the line.

ball	doll	top	toy
animal	dog	kitten	horse
sea	water	lake	river
building	school	barn	store
coat	shoes	clothes	dress
father	family	mother	brother
people	aunt	uncle	teacher
oak	tree	pine	maple
violet	rose	flower	tulip

*Draw three different kinds of diagrams, each of which shows how these words are related: tame, bear, animals, wild, cat, lion, dog. Possible answers:



*Bring into the classroom small articles and arrange them in some order of classification.

*Classify men in history as to writers, inventors, statesmen. (Teacher should secure list from social studies teacher.)

*Classify events in history by first-half and second-half of century. (Teacher should secure list of events from social studies teacher.)

*Classify products, industries, land features, or climate characteristics in regard to certain locales. (Teacher should secure list from geography teacher.)

*Classify countries by northern and southern hemispheres or by continents. (Teacher should secure list from geography teacher.)

COMPREHENSION SKILLS

Fact and Opinion

*Read the poem "The Blind Man and the Elephant." Discuss which viewer, if any, was correct.

*Practice interpreting meanings by explaining the following well-known sayings:
Examples: Two heads are better than one.
Don't count your chickens before they are hatched.
Don't cross your bridges before you come to them.

*An opinion is your emotional reaction to an object or a situation and can be proved true or false. A fact can be proved or disproved without opinion. Tell whether the statements below are opinion (right or wrong) or fact (right or wrong).
Examples: A word is misspelled in that sentence.
Chicken tastes better than turkey.
Boys have more fun than girls.
The Civil War ended in 1860.

*Each of the words in Column A has a pleasant meaning. For each of the words in Column A there is a word in Column B which means almost the same but has an unpleasant suggested meaning. Watch each word in Column A with a word in Column B.
Examples:

*Consider a group of sentences. Determine and label them as either fact or opinion. Here are four examples:

a. All cakes should have chocolate frosting.
b. Six per cent of the class failed the history test.
c. It rains too much in this part of the state.
d. The desk is thirty-three inches high.

*Develop original statements of fact or opinion. Discuss results.

*Identify statements of fact or opinion in editorials, advertisements, reviews of TV shows and movies.

*Write humorous TV commercials that have many statements of opinion.

*Recall statements of opinion heard in the last twenty-four hours. Discuss their significance.

COMPREHENSION SKILLS

Fact and Opinion (Continued)

*Write two endings for a sentence, one of which is factual and one of which is opinion.

*Discuss a selection, a paragraph, or sentence; decide what is fact and what is opinion.

*Tell-a-Tale game - see These Ideas Will Work - List Games - page 3
*Is That a Fact? game - see These Ideas Will Work - List Games "22

COMPREHENSION SKILLS

Locating Information

Using the Dictionary

*Take turns in calling out the letters of the alphabet as your teacher calls on you. Give a word beginning with the letter you have called out.

*Alphabetize a list of words that your teacher has given you.

*Alphabetize lists of words according to:

a. first 2 letters
b. first 3 letters

*Look at a dictionary. Divide it into 4 equal parts according to letters. Listen to a word your teacher gives you. Decide in what 1/4 of the dictionary it would be found.

*Look at a sample page in a dictionary. Locate as your teacher directs the following:

a. Guide Words
b. Entry Words
c. Phonetic Spelling
d. Pronunciation, Accent Marks
e. Words with several meanings

*Look at a list of words that the teacher gives you. Next to the words write the guide words for each word.

*Listen to the entry word your teacher says. As quickly as you can, find the guide words for these entry words.

*Find words in your dictionary that have illustrations with them.

*Listen to a word and draw a picture to illustrate its meaning.

*Spell a word as it sounds. Check your spelling in the dictionary.

*Look at a list of phonetically spelled words. Next to the word, write the correct spelling. Check your work in the dictionary.

*Pronounce your spelling words after the teacher says them. Check the more difficult ones in the dictionary.

*Decide how you would pronounce a word by checking it in the dictionary after the teacher gives you the spelling of a word. Orally, give the pronunciation.

COMPREHENSION SKILLS

Using the Dictionary (Continued)

*Play Games using Fun With Words booklet.

Ex; Guess What

1. Can a weathercock crow?
2. If you had a pillion, what would you do with it? Swallow it? Spend it? Or sit on it?
3. With what would you like to regale yourself?
4. Is a puffin a small pillow?
5. Would it surprise you to find a man in a crow's nest?
6. Do you always deport yourself as you should?
7. Does your birthday come on the ides of any month?
8. Were you ever in a dilemma?
9. What is your sobriquet?
10. Would you be pleased if someone said you were arrogant?

COMPREHENSION SKILLS

Locating Information

Table of Contents, Index, Glossary

*Locate the table of contents, the index, and the glossary in some of your textbooks. See if you know the importance of each of these parts.

*Use your social studies book to locate in the table of contents the chapter that deals with: "Egypt" (7th) "World War II" (8th).

*Use your science book to find the pronunciation and meaning of the word "chlorophyll" in the glossary.

*Find the page number of a given topic from looking at the index of an encyclopedia. Write a brief paragraph about the topic.

COMPREHENSION SKILLS

Locating Information

Maps, Charts, Graph, Diagrams

*Locate the settings of stories you are reading from a large outline map of the U.S. or the North American Continent.

*Gather some weather charts from the Sun-Gazette. Mount them and underneath each write a sentence describing the weather forecast.

*Locate on a road map places such as Williamsport, Jersey Shore, Montoursville, etc.

*Make your own graph to show your progress in spelling.

COMPREHENSION SKILLS

Locating Information

Using Illustrations

*Draw a picture to illustrate the meaning or main idea of a story.

*Review a story by drawing illustrations comic-strip style to tell about a particularly good incident.

Using the Game Ticktacktow

The game of ticktactow is very popular with children and lends itself very well to reinforce various concepts which have been taught. It can be played in pairs or in groups.

Ex: Compound Words (Group Games)

The Children are divided into two teams. The first half of several compound words is lettered on cards. The cards are shuffled. The last helf of each of the words is put in a ticktactoe arrangement on the chalkboard. One member of the class shows a card to the player of one team. This player goes to the chalkboard and puts a circle beside the word which completes it. Another card is shown to a player on the other team, who puts an X beside his word. The team with three X's or O's in a successive line down, across, or diagonally, wins the game.

Can be used to stress:

contractions	vocabulary	Classifying
spelling	Following Directions	Prefixes,
	Dictionary	Suffixes,
		Root words
		Plurals
		Possessives

THE EXPERIENCE CHART - TRY IT

Many teachers of reading from the first to the twelfth grades are finding the use of experiential charts invaluable. These teachers give many reasons for using the charts:
--The vocabulary is not static, but alive
--The subjects are inviting and stimulating
--The topics encourage talk and nowhere is dialogue needed more than in the reading class
--The writing on the experiential chart serves as motivation for individual students to write their creative pieces and to read them to the class.

In one junior high school English department I visited, every English teacher was usine charts. One eighth grade teacher used a record with the poem "Sea Fever" and the class wrote a paragraph on "What I Hear." The responses of the students were astounding considering the low functional reading level of the eighth graders. Students spoke such sentences as: "I hear the sea calling to me to come and visit in the jungles of Africa." I hear the waves hitting rocks and splashing back in the sea to go and hit ships out at sea."

One neophyte seventh grade teacher spoke briskly, "My first grade teacher has used experiential charts and the idea of using them in the seventh grade seemed imbecilic. But we have a strong Department Chairman and she insisted. And even with my lack of enthusiasm showing, my seventh graders ate the idea up. We had such extemporaneous topics as, "Mod Clothes," "Twiggy or Not," "School Dances Ugh!" and "Why Not Pretty Teachers?" The two real values of the chart I found were the improvement of vocabulary structure and paragraph structure. The students also had to read to have some good ideas to put on the chart and on their papers.

Another more academic minded teacher spoke encouragingly: "We moved from our topical writing on the charts to what we called research reading on the same subject. The research topics didn't always warm my mentality, but at least we were researchers, and believe me, sometimes it is difficult to motivate ninth graders to research a topic. I must admit I made available everything I could find--magazines, comics, pamphlets, films, records, anthologies and paperbacks plus everything the students brought in themselves. Sometimes we invited in speakers on particular topics. I remember one speaker who instigated class debate of "TV Advertising." The speaker thought TV advertising shouldn't be censored since the viewer could flip the knob if he didn't like what he saw."

After a department meeting with the junior high teachers I decided I would pass the advice along. If you've never used the experiential chart to build reading competencies, it just could be worth a try. The students might surprise you.

The following are the usual steps in constructing a chart:

1. The children have a common experience.
2. They discuss the experience and clarify their ideas about it.
3. The teacher notes the common concepts of the group.
4. The teacher records on the blackboard some of these common concepts.
5. The teacher prints the chart twice.
6. The children read the chart as a whole, then by parts, matching sentences or words and reassembling the parts. Finally they read it as a whole again.
7. The chart is filed with others for future reference and reviewed occasionally.

With some direct guidance by the teacher most children find it easy to make the transition from charts to smaller books. The teacher may help the transition by having pupils refer occasionally to pictures in books to solve their problem. She may reproduce the chart exactly in a hectographed sheet, and a series of these may be combined in a booklet. As mentioned in Chapter V, charts may be obtained commercially in the form of "big books" which reproduce exactly the first pages of a preprimer. During this time the teacher has been careful to restrict the vocabulary used in charts and to use words which will appear in the preprimer. At the same time she has encouraged the children to acquire some specific abilities in word recognition which they will develop further in the initial reading stage.

The use of charts should not be confined to the first grade or even to the primary grades. They may be used in the intermediate and higher grades in such forms as these:

1. Planning for work in the social studies and related fields. "We need to know..."
2. Records of group experiences --the steps in an experiment in science, the log of activities in social studies.
3. A summary of important information reorganized and simplified from certain texts--particularly useful for the poorer readers in the group.
4. Vocabulary lists--some common Spanish words, if the class is studying Latin America. "Words we know" in dictionary style.
5. Standards of performance of work--what is a good citizen in the fifth grade, qualities of a good oral report as worked out by the children over a period of time.
6. Records of current events--weather charts, school news, special incidents in the community.

PREPARING AND USING EXPERIENCE CHARTS

Charts based upon the experiences of children and prepared cooperatively by teacher and children provide valuable reading material during beginning stages of reading instruction. The effective preparation and use of such charts involve many special techniques.

PRINCIPLES OF CHART CONSTRUCTION

I. Charts Should Be Attractive

In building charts based upon children's experiences, we must not ignore the principle of attractiveness. Experience reading materials are even so much more pleasing and interesting if decorated with brightly colored pictures which have been collectef from magazines by the children or the teachers, or which have been painted or crayoned by the children themselves.

II. Charts Should Have A Measure of Literary Quality

Chart stories often consist of a dry, singsong list of statements which recount some experience the children have had. Their expressions concerning this experience are molded into terse statements to meet the teacher's requirements of preparing a set of short; complete sentences for reading purposes. There is no reason at all why these little chart stories should always be cast in a standardized uninteresting form. Monotony may be avoided by using the original expressions of the children and by weaving in an occasional exclamatory sentence or question. Such sentences will come naturally during the composition of the chart if the teacher is on the lookout for them.

Charts must have a strong sense of an appeal to the children. Hence the appeal-techniques of sound, color, movement, and rhythm should be more widely employed in the preparation of experience reading materials in the classroom.

MAKING AND USING THE CHART

Composing the Chart

1. Children must have had some vivid, interesting experience which fills their minds with ideas and stirs them to active discussion concerning it.

2. The teacher should then proceed to give the children an opportunity to engage in free discussion concerning this event of mutual interest.

Composing the Chart - Continued

3. Children should have some motive for recording their expressions.

   Ex:

   (a) perhaps for the principal or visitors coming into the room so they know what the children have been doing.

   (b) perhaps as guides to themselves for future work.

   (c) perhaps a series of stories to make a booklet.

   (d) perhaps to make a copy of it to take home to their parents.

4. Teacher proceeds to ask a series of organizing questions to guide the children in making a composition which will have unity and interest, which will be simple enough to read, and which will include necessary vocabulary words.

5. The teacher and children work together suggesting, weighing, considering, evaluating, and revising until a creditable but childlike composition is prepared.

6. The first draft and the final draft of the chart may be written on the chalkboard. It may also be written on a line chart paper.

Appendix (1972)

Supplementary Activities

Suggested Units of Study

SUGGESTED SUBJECT MATTER FOR MAKING ENGLISH LIVE

Teaching students how to:

1. Do comparative shopping
   a. through catalogues
   b. through newspaper ads
   c. through Consumer Report

2. Return items

3. Deal with salesmen
   a. door-to-door
   b. telephone

4. Handle credit cards
   a. using them
   b. understanding interest rates

5. Do the laundry
   a. preparing the clothes for washing
   b. following directions for operating machines

6. Become acquainted with thrift and discount stores

7. Consider the remodeling of a room
   a. type of materials available
   b. quantities needed

8. Be aware of public service
   a. small business administration
   b. Salvation Army
   c. HUD

9. Buy insurance

10. Mortgage

11. Interior decorate

12. Care for a child

13. Read books to children

14. Keep up with current events
   a. school
   b. city
   c. state
   d. national

15. Relate to authority
   a. discuss a teacher's duty as an authoritarian
   b. discuss a policeman's duty as a law officer
   c. invite a policeman to talk to the class

16. Become aware of the opportunities for after school and part-time jobs
   a. what to expect as an employer
   b. what to expect as an employe

17. Evaluate their qualifications for future jobs or occupations

SUGGESTED RULES FOR DEVELOPING LISTENING SKILLS

Concerning Listening

1. Listening, speaking, reading and writing develop in that order.
2. Listening is the most used of the language arts.
3. Better listening means better learning.
4. More than 50% of our learning comes through listening.
5. Comprehension begins with listening.
6. If a child cannot read, then provide listening experiences for him.
7. Listening and reading at the same time can provide excellent reinforcement (as listening to a taped story while the child reads the story from the book).
8. Teachers need to listen to pupils.
9. Listening is an active sport -- not a spectator one -- the listener hears, absorbs, evaluates, applies, questions.
10. Concentration is the key to good listening.
11. Students should listen with a sense of direction; a purpose must be established.
12. Listening is basic to each subject; it should not be taught as an isolated skill.
13. There should be planned instruction in listening in classrooms.
14. Listening is a social grace-- it makes us more acceptable to others.
15. Those who really enjoy listening seem to have:
    a. an interest in people.
    b. patience in hearing the other person out.
    c. respect for the other person's right to express his opinion.
    d. an interest in comparing points of view.
    e. an interest in broadening viewpoints rather than defending a position.
16. Bad listening habits are developed by oral reading around the room.
17. Prognosis for improvement in reading is good if:
    a. a student's listening comprehension is 75% or better.
    b. the student can relate to his life experience the information that he gains through listening.
    c. the student can use in his conversation the vocabulary and the language structure that is as mature as that found in a passage read to him.

18. Listening and reading are both very complex, and they have much in common.

When a pupil listens, he:
a. recognizes symbols (words).
b. puts meaning into the words.
c. reacts.

When a pupil listens, he:
d. puts things into perspective.
e. is helped to get meaning from the speaker's pitch, stress, etc.

When a pupil reads, he:
a. recognizes symbols (words).
b. puts meaning into the words.
c. reacts.
d. puts things into perspective.
e. is not helped to get meaning from the speaker's pitch, stress, etc. The reader must work from the printed page only. This makes reading a more difficult task than listening.

SUGGESTED RULES FOR DEVELOPING LISTENING SKILLS

Ways of Developing Listening Power

1. Children need to know that the teacher places a high value on listening habits.
Teachers can give recognition to those children who are conscientiously trying to become better listeners. A quiet comment such as, "Jean, it is a pleasure to teach such a good listener as you," might be appropriate.

2. Give children more opportunities to carry oral messages home.
Help children become responsible listeners, so that they feel an obligation to understand and remember the information (message) which is to be delivered orally.

3. Capitalize on that last "five-minute" period of the day.
Closely allied to Point Number 2 just presented are the last few minutes of the school day. There is a time briefly to review the highlights of the day with the children so that they will have something constructive to tell their parents when asked, "What did you do in school today?" This last five minutes, properly used, is not only an excellent "listening period" -- it also is a superb opportunity for helping the children to be key public relations figures.

4. Develop a good speaking voice and help children to do likewise.
The voices of both teacher and children should reflect interest in and enthusiasm for what is being said. A pleasant voice invites others to listen.

5. Don't talk too much.
The teacher's task calls for much talking. Let children do some of the more routine "talking tasks" and you ~~can~~ do your speaking in some more important situations. Such activities as getting lunch counts, making announcements, and reading notices might be done by the children. The resourceful teacher will find many ways of permitting children to do some of the necessary "talking."

6. Give some tests orally.
Instead of having children always read tests, have them write answers to test items which you dictate.

7. Avoid being a "parrot."
The teacher is often so afraid that children will not learn, that she will repeat every statement that a pupil makes -- "so everyone can hear." If pupils know that a teacher will repeat what a classmate has said, there is no necessity for listening to the first one talking.

8. Whenever possible, give directions just once.
Teachers "want to be sure that everyone knows just what to do" and so directions are given, repeated, restated and given again. If directions are simple and are clearly given, it should not be necessary to repeat them. If necessary, give individual help rather than repeating the directions for the entire class.

9. If a pupil has been absent, let another pupil summarize for him what was done while he was gone.
This is a good experience for both pupils.

10. Give children opportunities to listen to a variety of sources.
Children should not only listen to the teacher and to other children "talk." Such sources as the radio, tape recorder, record player, TV socio-dramas, assembly programs, dramatizations, oral reading, and oral reports should be utilized.

11. Help the children make a chart of the characteristics of a good listener.
Ideas such as "The good listener looks with friendly interest at the speaker; tries to understand the speaker; respects the speaker's right to his opinion; and asks intelligent questions" might be appropriate.

12. Ask children to tell "why" they should be good listeners.
They probably "know better than they do" but this experience should prove helpful -- especially if they list and debate the "Whys of Good Lisenting."

13. Encourage pairs of children to interview each other about their hobbies.
They can report the findings of their interviews to the entire class.

14. Ask children to give oral summaries of what has been said.

15. Give children some practice in writing from dictation.
Start with short sentences and gradually increase the length and difficulty. Say the selections only once. You will note that some of the games presented earlier use some form of this technique.

16. Let children dramatize both good and poor listening situations.
Discuss these dramatizations to emphasize that it is pleasant to talk to a group whose members are good listeners and that good listeners know what the speaker has said. Some dramatizations could show an inattentive, restless audience; listeners being disturbed by other pupils or by outside noise or confusion; speakers who do not understand their subject; speakers who use distracting mannerisms, poor pitch, poor rate, insufficient volume, or who are evidently tense and nervous. Of course, dramatizations or socio-dramas in which the "positive approach" is used are also important! Some settings for dramatizations might include a boy telling a friend about a new pet, a girl telling about a vacation trip with her parents, several boys planning a hike, or several girls planning a party.

17. Ask the speaker to comment on how well he thinks the group has listened.
It is common practice to evaluate the speaker's performance. The listeners' performance should also be scrutinized. Sometimes the class has a student assigned as the "Listening Evaluator (or Judge)."

18. Use the tape recorder.
Many occasions lend themselves to the use of this instrument. If for example, discussions are recorded and then played back, children will have many opportunities to study their listening habits.

19. Stress courtesy in listening.
Let the children know what you do to be a courteous listener when you aren't especially interested in what the speaker has to say.

20. Encourage children to prepare short talks about interesting topics.
The more children learn to be interesting "talkers," the better will be the "listening quotient" (L.Q.) in the classroom. The teacher should encourage the students to raise both their individual L.Q.'s and the general class L.Q.

21. Some children can effectively read aloud selected advertisements.
Have the listeners be alert to recognize emotive and persuasive language. Older children can recognize propaganda and "glittering generalities" when they encounter them in their "listening diet."

22. Help children determine what they should do when they hear "gossip" or untruthful statements.
A teaching technique such as the socio-drama might be most effective.

23. Children need help in interpreting figures of speech.
Some children are not able to understand what they hear because they are unable to interpret the various figures of speech. Several games in this publication stress attentive listening in order to detect and interpret such picturesque speech.

24. Help children recognize the importance of listening carefully for names in an "Introduction."
Good listening habits pay dividends in this social situation -- and encourage the habit of listening carefully in order to remember.

25. Be a good listener yourself.
Children often do as they see others do. The importance of this suggestion can not be overemphasized. And we should recognize that our facial expressions often tell the speaker just how interested and attentive we really are.

26. The school must enlist the active support of the parents in helping children build greater listening power.
The parents can reinforce the school's efforts in this area by developing a "listening climate" at home, where the ideas of each member of the family are given courteous and thoughtful attention.

In our search for ways, methods, and techniques of helping children become better listeners, we should not lose sight of the fact that the listening coin has two faces. Children need to know how and when to listen -- and how and when not to listen. There are many times when children need to be able to "tune out" their listening sets. This is apparent many times in our classrooms. Children need to be discriminating listeners -- to know when they need to listen and when they need to disregard what they hear. This calls for some rather intelligent decisions on their part and the teacher must recognize that all these decisions will not be made without error.

As indicated in this section, there are many ways in which children can improve their listening skills. The alert, imaginative teacher will always be searching for -- and finding -- means of helping children to build their listening power.

SUGGESTED RULES FOR DEVELOPING LISTENING SKILLS

A Listening Check List

1. Does he listen to others attentively?
2. Does he listen to an entire statement and not just part?
3. Does he contribute as well as listen?
4. Does his contribution show understanding of what is heard?
5. Does he readily learn from others?
6. Does he willingly share what he knows?
7. Does he unwillingly accept the half-truths? the shoddy?
8. Does his power of discrimination show an increase?
9. Does he accept remembering the important with responsibility?
10. Does he win with grace and is he a good loser in discourse and verbal challenges?
11. Does he discipline himself to listen even when the topic is not of his own liking or interest?
12. Does he bring back a message accurately and remember exactly what he heard?
13. Does he know what to do with what he hears, i.e., can he draw conclusions and inferences based on fact and not bias?
14. Does he retain what he has heard both accurately and over a period of time?
15. Does his listening capacity allow him to listen attentively for a long period of time, such as during an entire movie, concert, or lecture, without restlessness?
16. Does he shut out distractions?
17. Does he approach new situations with a curiosity and not a passive or detached quality?
18. Does he listen better now than a few months ago?
19. Does he listen respectfully?
20. Does he know how to listen?

SUGGESTED RULES FOR DEVELOPING LISTENING SKILLS

Activities

I. Listenting tests

A. Instructions: You will hear the directions and questions but once. Follow each carefully and promptly in order to avoid confusion. Do not mark your paper until you are instructed to do so.

1. Write your name, given name first, on the first line next to the left margin.

2. Write "Listening Test" in the center of the second line.

3. Write the date using the name of the month on the top line at the right side of the paper.

4. Answer the following questions beginning on the fourth line down, using arabic numbers.
   a. Write the name of the day before yesterday.
   b. Write the number of the period we are now in.
   c. Write the number of this room.
   d. Write the letters that are omitted in this reading of the alphabet. a, b, e, d, f, g, h, j, k, l, m, n, o, p, r, s, t, v, w, x, y, z.
   e. Write the name of our last legal holiday.
   f. Write the name of the position of our school in the divisions of the public school system.
   g. Write the number of the hour when both minute and hour hand are in the same position on the clock dial.
   h. Write the sum of 3, 6, 7, 5, and 2.
   i. Write the date in figures using dashes between the numbers.

B. Instructions: Try this listening game to see how well you understand directions and how quickly you can follow them. Some of the questions are nonsense, but they are a good test of your listening ability. Number your paper from 1-9. The teacher will read each direction <u>once</u> only, pausing briefly for you to follow it. This is a <u>listening</u> test.

1. Write <u>yes</u> no matter with what letter your name begins.

2. Of the words <u>school</u> and <u>box</u>, write the shorter.

3. Write <u>no</u> even if you think cows are larger than dogs.

4. Write the numbers 2, 7, 9, 5, 8 and circle the largest.

5. If you circled 7, make a square; if not, make a cross.

6. If birds can fly, complete this sentence correctly: Hens lay _____.

7. If 3 X 2 = 8, make a circle; if not, make two dots.

B. Instructions... (continued)

8. Give the wrong answer to this question: "Are you in the United States?"

9. If Washington was not the first President of the United States, write the shorter of the words red and green; if he was, sign your name.

10. To teacher: Read recipes or directions for a game, etc., and then ask questions about the material.

11. To teacher: Have students give oral directions for locating a certain unnamed business house in the vicinity. The other students should be able to place the business if the directions are clear.

C. For one full minute, let the class remain quiet and listen for all the different sounds that they can identify in the room, in the building, and in the neighboring area. On the blackboard, make a list of the sounds, or allow the students to go to the board and write one.

D. Write a report using one of the following listening activities:
1. Listen attentively to the next speaker who visits your school. Report the main idea of his talk, the chief supporting ideas, and the conclusion drawn by the speaker. (This could go along with a speech unit by the class members.)

2. Lie still in bed on a school morning and note the different sounds that you hear. Tell how they differ on a Saturday or a Sunday.

II. Practice exercises

A. Listen to a radio or television speech while other members of your family go about their activities. Do not expect them to be particularly quiet for your convenience. Then report the speech to the class. Let others who heard the speech judge your listening ability.

B. Select articles from such magazines as Reader's Digest. After they are read out loud, try to summarize the selections.

C. See how much you remember from the following selections:
You are about to hear several orders such as your mother or some other adult might give you as you leave home any school morning. Listen carefully. (If necessary, repeat other directions "Directions to be read to the class.")

You will now hear the paragraph.

1. Your Aunt Ruth said she might drop over tomorrow to bring those peaches for canning. I wish you would, --oh, anyway, be sure to bring home five pounds of sugar after school and please, dear, do look up that fountain pen you said you lost in your locker yesterday. There, good-by now. Would you just look to see if Terry has enough milk in his dish as you go by? That cat certainly eats more than any animal I know.

Questions:

a. What three jobs have you?
b. If you have books to carry home after school, will these directions force you to make arrangements about something? What?
c. Why does your mother want sugar?

2. Your assignment for tomorrow will be to study pages 18 to 20, having to do with the area of a circle. Then I'd like to have you do some of the problems on page 21. Let's say numbers 2, 7, 10, 12.

Questions:

a. What two tasks do you have for tomorrow?
b. On what page are the problems?
c. What are the numbers of the problems?
d. What pages are you to study?
e. If you have a club meeting tonight, what does this assignment mean you will have to do?

ROLE PLAYING AND DRAMATIC ACTIVITIES

I. Pantomime
- A. Single words (run, throw, sing, cry, etc.)
- B. Articles from newspaper (comics, sports, etc.)
- C. Episodes from every day life (getting up in the morning, eating, etc.)
- D. Historical events
- E. Holidays
- F. Poems
- G. Songs
- H. Children's stories
  1. Three Bears
  2. Simple Simon
  3. Jack and Jill
  4. The Elves and the Shoemaker
  5. Little Miss Muffett
  6. Rumplestilskin
  7. Cinderella
  8. Snow White
  9. Sleeping Beauty
  10. Hansel and Gretel
  11. Jack and the Beanstalk
  12. The Shepherd Who Cried Wolf
  13. The Pied Piper
  14. Rip Van Winkle
  15. Elephant's Child
  16. Any story or part of a story which you have read in class

I. Possible ideas for pantomime or short skits
1. Shopping in a store
2. Ordering in a restaurant
3. Watching T.V.
4. Going ice skating
5. At the train station
6. At a picnic
7. The perfect class
8. In the snow
9. On a farm
10. In a castle
11. At the beach
12. In a bakery
13. In a wig shop
14. At a banquet
15. At the movies
16. The swimming incident

II. Object Drama
- A. Bring in any object -- a broom, a telephone, a hat, a pencil, a lunchbox. Use as a "take off" for a scene built around the object.

III. Other ideas - have students:
- A. Give a lecture without words.
- B. Give a lecture using only letters A, B, C. Voice should show inflection, pauses, proper emphasis for what you are trying to get across.
- C. Use the idea in B. for different types of people giving lectures:
  1. A teacher
  2. A policeman
  3. A doctor
  4. A political candidate
  5. A minister's sermon
  6. An auctioneer
  7. A child's recitation
  8. A vocal solo
- D. Act out a word that rhymes with a word given by someone in the class.

III. Other ideas (continued)

E. Bring in a bag of household items for each six children. Have them split into groups and make up a play using the items in the bag.

F. Do a "Strike a Pose" drama. Think up characteristic scenes and do them while the class tries to guess what you're doing.

Examples: catching a fish
stubbing a toe
dropping an ice cream cone
seeing a mouse
saying good bye
getting wet in the rain

G. Act out nursery rhymes, first as a comedy, then as a tragedy.

H. Act out an occupation (2 people). Teacher will have various ones on a piece of paper and will give students time to prepare for presentation in front of the class.

I. Act out mixed emotions (2 people)

Examples: gay-sad, happy-blue, calm-excited, hate-love

J. Pretend to have something, lose it, find it.

Examples: a balloon, a ticket, a canoe, a dog

K. Choose any scene where a scream could be possible, but eliminate the actual scream. Pretend to scream, with all the expressive feeling.

Example: A wild lion in the closet, open closet, pantomime scream. (Then for the scream, have someone give some other kind of sound effect -- anything but a scream.)

L. Act out a scene "in the dark."

a. Stub your toe.
b. Fall in a swimming pool.
c. Bang your nose.
d. Eat something horrible.
e. Put your hand in a gooey mess.
f. Trip over your dog.
g. Try to light a candle.

M. Take a scene and add something before and after to make some kind of a drama with conflict.

Examples: Around the house, Out fishing, Bored stiff, Hanging the picture, Washing the windows, The tennis match, Three strikes, You're out, Scrubbing the floor, Frying an egg, The meal is ready

N. Perform in slow motion. A student may take any of the above ideas and do them in slow motion.

O. Open something.

Examples: A package of seeds, A candy bar, A watermelon, A safe, A safety pin, An umbrella, A bottle of glue

III. "Concentration" (continued)

4. The students are divided into two teams.
5. The students, one at a time, pick a number from the category side and one from the example side. If the number and example match, his team gets a point.
6. The team with the most matches wins.

IV. Match Game

1. Make up five open-ended questions or statements in six different categories. (example: Television - My favorite television show is _____.)
2. Divide the students into teams of four, five, or six.
3. Seat the teams in rows.
4. Have students complete the questions or statements the way they think the person in the first seat will complete them.
5. Have students change seats at the end of each category.
6. Ask students to read their answers. The team with the most matches wins.

V. Scavenger Hunt

Make a list of activities and requirements incorporating the skills (such as skimming, using reference material, alphabetizing, etc.) which are important for the student to know and be able to use.

The student or team of students which finishes first and most accurately wins.

VI. Hangman

A student or teacher marks spaces for letters in a word or phrase. Another student guesses letters to fill the spaces. A body part is added to a drawn gallows with each incorrect letter. If this student can complete the word or phrase before he is "hanged," he wins.

VII. "Alphabet" Spelling Game

Make up two sets of cards with a letter of the alphabet on each card. The cards are used to spell out words given by the teacher. Teams of six students are chosen. The first student who spells the word correctly gets a point for his team.

VIII. Other Suggestions

Commercial games such as "Password" and "Spill and Spell," as well as crossword puzzles, crostics, anagrams, and rebus are useful and worthwhile activities for any open time in the classroom.

Free reading, if good material is made available, can be extremely valuable and help the student to think for himself and be selective in his reading material.

GAMES AND ACTIVITIES

The following games and activities are provided for the teacher's use when he or she deems applicable. The rules and directions are only suggestive and may be changed at the teacher's discretion.

I. Vocabulary Bingo

1. Make up five twenty-word lists with definitions.
2. Number the words B-1, B-2...B-20; I-1, I-2.....I-20; N-1, N-2...etc.
3. Make up bingo cards with free center.
4. Allow the students to study lists and to copy the proper number of words of their choice onto their bingo card.
5. Make up drawing tabs marked B-1, B-2...B-20; I-1, I-2...I-20, etc. (These are to be used to determine what words will be called.)
6. Give the students their cards (see illustration) and some "corn." Allow them to mark "free" spot.
7. Draw tabs from the box and read the word and definition indicated. (The students who have the word, mark it.) NOTE: (As the words are learned, start giving just the definition.)
8. Bingo can be the standard ways, i.e., horizontal, vertical, diagonal; or it can be by four-corners, postage stamp, frame, etc.
9. After while, the students can call the words.

Example card:

B	I	N	G	O
song	watch	code	bug	golf
noise	step	ship	stop	rule
slide	foot	FREE	name	joke
hurt	puzzle	canoe	blood	paper
sold	fish	gift	circle	short

II. "Rat" Spelling Activity

1. Students are divided into teams.
2. Two students compete at one time.
3. The first student writes a letter on the board.
4. The second student adds a letter which he can use if he is challenged to complete a word.
5. The first student then adds another letter which does <u>not</u> complete a word but which he can use if challenged to complete a word.
6. This goes on until one of the following things happens:
   a. A player completes a word and is caught at it by his opponent.
   b. A player is challenged by his opponent and completes a word.
   c. A player is challenged by his opponent and can not complete a word.
7. Each time a player completes a word and is caught at it or is challenged and cannot complete a word or challenges his opponent and his opponent completes a word, the player gets a letter, i.e., R, A, or T.
8. The first player to become a RAT loses the game.

III. "Concentration"

1. The teacher makes up two sets of 37 8X5 cards numbered on one side. There would be 12 sets of three cards plus the tie breaker. (It's best to use two different colored marker pens.)
2. On the reverse side of one set of cards, the teacher writes categories such as cars, sports, television shows, school subjects, etc.
3. On the reverse side of the other set of cards there would be three examples of each category and one example of the tie breaker. For instance, Ford, Pontiac, and Chevrolet would match the three "car" category cards.

POP MUSIC

PURPOSES:

1. The student will listen to and read the lyrics of three pop songs.
2. The student will interpret the lyrics on his own and again when the lyrics are played with music.
3. The student will discuss possible interpretations with classmates.
4. The student will compare and contrast the lyrics of the three songs.
5. The student will evaluate the song lyrics and his feelings (likes and dislikes) concerning them.

STRATEGIES:

1. Choose three songs which are representative of the songs presently popular.
2. Record or acquire a copy of the songs chosen.
3. Mimeograph the lyrics.
4. Introduce the lesson (lessons) with a discussion about popular music as regarded by the student.
5. Show how the lyrics are a form of poetry.
6. Follow up with a poetry lesson(s).

FOLKLORE

PURPOSES:

1. The student will become acquainted with well-known myths, fables, and tall tales.
2. The student will improve in the writing skills of paragraph indentation, capitalization and punctuation.
3. The student will express creative ideas on paper.
4. The student will distinguish between fact and fiction through the exaggeration of myths, fables and tall tales.
5. The student will work successfully with others in a group atmosphere.
6. The student will improve in the use of reading, writing, speaking and listening skills.

STRATEGIES:

I. Mythology (Since there is a more extended unit in the ninth grade program, the teacher will want to check the ninth grade unit to be sure that material is not included in this study.)
   - A. Discuss mythology: What are myths? Why were they written? Why are they important? Who were the gods? What part did they play in the myths?
   - B. Read examples of myths to the class or have students read silently. (See section IV for examples.)
   - C. Show filmstrips and play records of myths. (See section IV.)
   - D. Have students write their own myths trying to explain something. Ex. Why are Indians red? Why does it rain?
   - E. As a class activity help the students find all information available on the different gods and goddesses. Students are to report their findings in front of the class. Students may be encouraged to dress the part of their god or bring in some type of illustration.
   - F. Review letter writing by having a Dear Aphrodite Day. The students are to write a letter to the love goddess discussing their problems for her help. (A take-off of Ann Landers)

II. Fables
   - A. Discuss fables: What is a fable? Why important? What is a moral? How do animated cartoons take the place of fables today?
   - B. Read examples of fables. (See section IV.)
   - C. Show filmstrips and play records of fables. (See section IV.)
   - D. Have students write and read their own fables.
   - E. Divide class into a group situation. The students are to pick one of the better class fables and illustrate it in an accordian type booklet.
   - F. Read aloud stories by James Thurber to stress the idea of a moral.
   - G. Use activities in Aesop in the Afternoon (get from library in supervisor's office).

III. Introduction to Tall Tales
   - A. Discuss tall tales: What is a tall tale? What does exaggeration mean? Why written?
   - B. Read examples of tall tales. (See section IV.)
   - C. Show filmstrips and play records of tall tales. (See section IV.)
   - D. Have students write and read their own tall tales. Make a class booklet of all tall tales. Stress mechanics of grammar.
   - E. Have students differentiate between fact and fiction using excerpts from tall tales.

FOLKLORE (continued)

SUGGESTED ACTIVITIES:

1. Alphabetizing: Have the students put the names of gods and goddesses in alphabetical order.
2. Group work, writing skills, creativity: Make a mythology newspaper. Include news stories of the gods; fashions of the goddesses; weather on Mount Olympus; Dear Aphrodite column; cartoons; sports.
3. Group work: Pick a well-known fable and illustrate in the form of a bulletin board or a mural.
4. Writing skills, creativity: Show pictures of animals and have students write tall tales about the Strange Critters.
5. Speaking skills, group work: Have students act out a myth. Tape voices and make slides of the visual part.
6. Reading skills: Have students read myths, fables and tall tales from The Classics comic book series.
7. Group work: Read a fairy tale to the class. Ex. "The Little Mermaid." Discuss the statue that makes the story stay alive and makes it a part of a nation's history.

SOURCES:

The following is a suggested list of material available for this unit. More material can readily be found by looking in the A.V. catalogue.

Films from A.V. center:

The Story of King Midas
Three Fox Fables

Filmstrips:

Aesops Fables: Lion and the Mouse; Boy Who Cried Wolf
African Folk Tales: Why the Flies Buzz
Brer Rabbit and the Tar Baby
The Knee High Man
Pecos Bill Becomes a Cowboy
Paul Bunyan
Davy Crockett

Records:

Tall Tales of America: Bunyan, Crockett
Tar Baby

Text:

Open Highways, Book Five
Weather Folklore
Who Can Break a Bad Habit

COMMUNICATING THROUGH SPEECH

PURPOSES:

1. The student will learn the meaning of the word communication.
2. The student will practice communicating through speaking activities (announcements, explanations, anecdotes, panel discussions, following and giving directions, and using the telephone).
3. The student will learn the important ideas about talking to other people.

STRATEGIES:

I. Making announcements - the teacher will explain that we all have something important to say. It is good to remember that what you say is important because you want to tell it.

Suppose you have been listening to the radio and have just heard an announcement that there will be no school tomorrow because there is too much snow on the roads and the streets. That is news, isn't it? What do you do first? Certainly, you tell everyone around you that you may stay home because there is to be no school. You have something important to say.

A. Discuss the following rules concerning speaking before an audience. Have students study these rules.
   1. Stand straight and take a good breath of air before you say your first sentence.
   2. Speak loudly enough so that everyone can hear you, but don't yell at your audience.
   3. Look around the room at everyone, trying to avoid looking at the ceiling, the floor, or out the window.
   4. Make your last sentence sound as important as your first.

B. Have the student select one of these suggestions and make an announcement to the class. Remind the student that he must provide all the information in an announcement. WHAT?, WHERE?, WHEN?, HOW?, and WHO?
   1. a basketball game
   2. a football game
   3. a dance
   4. an assembly program
   5. a band concert
   6. a special movie
   7. a meeting

II. Making explanations

The teacher will show how explanations are needed in order to demonstrate how to do an assignment or prepare a report for the class.

If you get a job where you must run a machine, someone will have to explain to you how to use the machine correctly. Our lives are made easier by having people explain things to us rather than our having to find out for ourselves.

STRATEGIES (continued):
(Making explanations)

A. Stress these steps for giving a good explanation:
   1. Explain carefully what you want everyone to know.
   2. Give your explanation step by step. That is, tell what happens first, what is next, and so on.
   3. After you have given all the steps, review them by repeating each step carefully.
   4. Finish your explanation by telling everyone again what your subject is and what points you have tried to make.

B. Have the student select one of the following statements and prepare an explanation to give to the class.
   1. How to sew on a button
   2. How to play a game
   3. How to sharpen a pencil
   4. How to tie a shoe
   5. How to swim
   6. How to draw a picture

C. Have student listen to a classmate's explanation and summarize by drawing of picture of what has been said.

D. Have the student listen to a classmate's explanation and try to repeat it step by step.

III. Telling anecdotes

The teacher will begin by explaining that the word <u>anecdote</u> means a short story which is usually funny.

You have heard many funny stories if you have listened to and watched television. Usually there is one important sentence in an anecdote which causes people to laugh; it is the "punch line."

A. Review with the students the rules of speaking before an audience.
B. Give the students an example of an anecdote.
   Ex.: A little boy, after having been scolded by his mother, crawled under his bed and refused to come out. When his father came home, he began to crawl under the bed in order to get his son. Upon seeing this, the little boy's face lit up with a smile, and he said, "Gee, Pop, is she after you, too?"
C. Ask the student to tell his own anecdote.

IV. Participating in panel discussions

The teacher will explain that a panel discussion involves a group of people who sit down and talk about a problem, make a decision, or try to understand one another's ideas better.

Panels may take place anytime that two or more people wish to talk together with a purpose. A panel discussion is simply not a conversation. All sides or opinions must be discussed. It is really an effort to find the truth.

IV. Participating in panel discussions (continued)

A. Have students do some of the activities on fact and opinion under COMPREHENSION SKILLS in this guide.

B. Have students study these rules concerning panels:

1. Substantiate your statements with facts. Remember a panel discussion is an attempt to get at the truth and not just an argument.
2. Make an attempt to contribute to the discussion. Don't be like the football player who sat down on the field while his team continued to play.
3. Respect the opinions of others.
4. Listen to what others say.

C. Have student panels select one of these topics after you have divided them into groups.

1. What age should a person be allowed to drive?
2. What after school activities for students should be available?
3. Is homework necessary?
4. Should everyone have to be home at the same hour each night?
5. At what age should dating be allowed?
6. Do we often waste money on fads? Which?
7. Do we buy things we see advertised? What?
8. Is money everything in life?
9. How can we get people to treat us with respect?
10. Does television affect the way we live?
11. What causes a student to drop out of school?
12. What are advantages and disadvantages of an allowance.

V. Giving directions

The teacher will tell the class that often times we are asked to give directions to a stranger in our town. Sometimes these directions are given orally and other times they must be written.

A. Have the student study these guides for giving directions:

1. Begin instruction from where the person will start.
2. Take each step in order.
3. Mention anything that will serve as a guide. (Ex. building)
4. Make a sketch if you can do so clearly and accurately.
5. Ask the person to repeat the directions to make sure he is understood.
6. Give directions only if you are sure. If not, say so politely.

B. Have students give directions from school to their house.

C. Have students give directions from their homerooms to other rooms in the school.

VI. Following directions

The teacher will remind the student that another important thing in our lives is following directions. Each day as you go to school you follow a certain path or direction. When you are planning a trip to an unfamiliar place, you must follow either written or oral directions in order to arrive at your destination.

A. Go over these guides with the students for following directions:

Written

1. Read all directions carefully before writing anything.
2. Go over them more than once if necessary.
3. Ask questions if you don't understand
4. Write or print carefully when answering questions.
5. Proofread for careless mistakes

Oral

1. Listen carefully.
2. Ask questions if you don't understand.
3. Try to see the directions in your mind.
4. Follow them.

VI. Following directions (continued)

B. Construct a maze and allow the students to complete it from the starting point to the finishing point. This can be done on an individual basis with mimeographed mazes or as a group activity with one large maze.

C. Have students complete an answer sheet such as this to test their ability to follow the guides for following written directions:

Read through the eight directions before starting.

1. Write your name on this line._____

2. Write your age._____

3. Write the name of your school._____

4. Write two of your favorite hobbies._____

5. Write the name of your favorite color._____

6. Draw a circle with a line in it._____

7. Do you like pizza? Write yes or no._____

8. Please do not follow any of the directions on this page, except number one.

VII. Using the telephone

The teacher will show how we often use instruments to communicate. by speaking. Perhaps the most important one we all use is the telephone. All of us, at one time or another, use this method of telling things to others.

A. The student will follow these guides for telephoning with the student:

1. Be sure that you give the right number to the operator if you are getting her assistance. For a local call, be careful to dial the right numbers. It is rude to make someone answer the telephone unnecessarily.
2. Speak clearly and slowly enough so that everything you say can be understood correctly. Keep your mouth about a half-inch from the mouthpiece.
3. Tell who you are.
4. Know beforehand what you are going to say so that you will not waste time. Especially on a party line, keep calls short.
5. Be polite.
6. Be pleasant. Never lose your temper either with the person you are calling or with the operator.
7. Call at times that will be convenient for the person you are telephoning. Try not to interrupt his work, his sleep, or his meals.
8. When you answer the telephone, and the call is for someone who is out or is unable to come to the telephone, say, "May I take a message?" Keep a pencil and a pad of paper near the telephone. After jotting down the information, repeat it to check whether you have taken the message correctly and accurately.

VII. Using the telephone (continued)

9. Turn down the radio or TV before using the telephone.

B. Have the student practice making phone calls in the classroom from slips of paper containing sample calls.

C. Assign to the student related exercises on the telephone from the book <u>The Phone Calls You Make</u>.

MASS MEDIA

PURPOSES:

1. The student will understand the meaning of mass media and will become more aware of the world around him.
2. The student will make better use of newspapers and magazines by becoming acquainted with their contents.
3. The student will improve choices and enjoyment of movies, radio, and television by learning what to look and listen for.
4. The student will begin evaluating critically what he reads in newspapers and magazines, what he sees and hears on the motion picture and television screens, and what he hears on the radio.
5. The student will improve in the use of the English skills - reading, writing, speaking, and listening.

STRATEGIES:

A. Introduction to the newspaper

B. Introduction to the magazine
   1. Take the students to the library. From the magazine shelf have each student pick one magazine that interests him. Have students write well-constructed paragraphs explaining their choices.
   2. Have students find the following information in their magazines: title of magazine; frequency of publication; volume number; location of table of contents.
   3. Have students prepare a speech in which they are to "sell" their favorite magazine to their classmates.
   4. Divide class into pairs. Have students find two magazines which can be classified in the following fields: news; young people's magazines; travel; gardening; homes; women's magazines; fishing; hunting; mechanics and science

C. Introduction to television and radio
   1. Make a large poster with the days of the week on the top and the individual student's names along the side. The students are to keep a record of the programs they watch and listen to for one week; include the name of the program, and type. Encourage students to watch the news and other worth while specials.
   2. Give out paper and have students label as such: "Analyzing TV and radio programs." Have students list two shows under the following headings and also evaluate the programs: western; comedy; news; program of choice. Purpose - review of classification.
   3. Tape examples of commercials heard on TV and radio. Have students discuss ones which they consider acceptable and ones they do not. Which ones would make them want to buy the product?
   4. Have students write their own commercials.
   5. Tape sections of a nightly news program. Divide the class into groups and have each group work on one selection for a news program. Include the following: news stories, commercials, editorials, sports, and weather
   6. Make use of the radio program Speak Your Piece for a lesson on fact and opinion.

STRATEGIES (continued):

D. Introduction to movies:

1. Before starting this unit, obtain from A.V. head in your school or Mr. David Ward from the high school, a booklet on free films available.

2. Show various films and have students evaluate as follows:
Is the story true or made up?
Does the action move rapidly or drag?
When and where does the story take place?
Do the characters seem real?
Do they talk naturally?
Is the photography good?
Does the music create the right mood?
How does the picture affect you?

3. Discuss the rating system of movies today.

4. Discuss the history of the movie picture. Obtain the movie The Fun Factory from the James V. Brown Library to exemplify the silent films and comedy.

5. Spend time on movie reviews. Where can the students find them and why they are written. The students may write reviews on movies shown in class. Examples of movie reviews can be found in the Scope magazine.

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